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ABSTRACT

This paper presents a description and formative evaluation of National (Multi-Tech) Cluster III, Nova University's third technology-intensive doctoral program in Child and Youth Studies (CYS) in which formal instruction occurs in clusters, or groups of professionals in different geographic locations who are connected via electronic communications technology. National clusters focus on understanding the basic concepts of leadership theory and research and applying these concepts to problems in a professional context. Following a brief introduction, a description of the preliminary planning for the technology delivery system used in the doctoral program is offered. Program development is discussed, an introduction to the telecommunications used in the program is presented, and the Leadership I course is described. The course uses technological aids, such as electronic classrooms, to explore: (1) societal problems and issues; (2) leadership theory and practice; and (3) organizational, personal, and professional development. The paper concludes with a discussion of a conceptual framework for human resources development, emphasizing the advantages of multi-tech learning. Appendices include copies of instructions and memos to students in National Cluster III; materials from electronic classrooms; and examples of outstanding work by two students (Daniel R. Hayes and Deborah W. Whaley). The students' papers and other materials comprise the bulk of the document. (MM)

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TOWARD THE 21st CENTURY: PREPARING PROACTIVE VISIONARY TRANSFORMATIONAL LEADERS FOR BUILDING LEARNING COMMUNITIES THROUGH MULTI - TECHNOLOGY

LEADERSHIP I
FORMATIVE EVALUATION
OF
CLUSTER 54

by

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WINTER 1993

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TOWARD THE 21st CENTURY:
PREPARING PROACTIVE VISIONARY TRANSFORMATIONAL LEADERS FOR BUILDING LEARNING COMMUNITIES

Child And Youth Studies, Cluster 54
National (Multi-Tech) Cluster III
October 8-12, 1992, through January 1993

by

Warren H. Groff
National Lecturer for Leadership I and II
Winter 1993

ABSTRACT

The ultimate purpose of graduate and postgraduate education is to design programs to promote improvement in the quality of services that are provided in a variety of different contexts and systems -- health and human services, business and industry, government and public service, and education and training.

Nova University developed a practitioner oriented field-based doctoral program in early childhood in 1972 which was extended to include the study of middle childhood in 1974. The program in Early and Middle Childhood formed the basis for the program in Child and Youth Studies which was implemented in spring of 1989. CYS begins with Leadership I and concludes with Leadership II three years later. CYS was first offered to Cluster 34 in April 1989, then Cluster 37 in October 1989, Cluster 38 in March 1990, and Cluster 40 in September 1990.

At the faculty and staff meeting in February 1990, it was announced that CYS would develop a National (Technology Intensive) Cluster. National Cluster I began in February 1991, NC II in February 1992, and NC III in October 1992. Cluster 34 concluded Leadership II on March 14, 1992, and Cluster 37 concluded Leadership II on June 6, 1992. Thus, NC II (Cluster 50) benefitted from the formative evaluations of Leadership II for Cluster 34 and NC III (Cluster 54) benefitted from evaluation of Leadership II for Cluster 37.

This paper is a formative evaluation of NC III. The paper also includes comments about the evolution of a conceptual framework to position human resources development of leadership competencies as the core of CYS in order to produce **High Performance Learners and Leaders** who will help to create **Full Service Learning Communities.**

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One cannot cross the ocean
without losing sight of the shore.

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- Daniel R. Hayes
- Deborah W. Whaley

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In the end, it is important to remember that we cannot become what we need to be by remaining what we are.

Max De Pree. Leadership Is An Art. NY: Doubleday, 1989.

INTRODUCTION

* * * * * * * * * *

CREATIVE ORGANIZATIONAL PROTOTYPES

> I believe that there exists a possibility for a type of organization so fundamentally more creative than the traditional, authoritarian hierarchy that it is only dimly reflected, even in the most successful, current practitioners of new management principles.

Peter Senge. Sloan School of Management, Massachusetts Institute of Technology.

* * * * * * * * * *

ABCs of 3 Rs: Rethinking for Restructuring and Revitalizing

A. Agricultural Era

During the Agricultural Era, the United States had education for the elite who attended private schools and colleges for the privileged destined for the professions. Apprenticeship training was available for people who were destined to become craftsmen. The U.S. invented the "common" elementary school and spread it, first in urban areas and then in rural areas. Then, the U.S. invented secondary education and spread it in a similar manner.

B. Business Industrial Era

The transition from an agricultural era to the business and industrial era was based on low technology and know-how and took place over a long period of time.

As the U.S. emerged during the business and industrial era, the vocational track was added to the academic track. A general track was added to accommodate students whose needs were not met in the academic and vocational tracks.

Major **expansion** occurred in the 1940s and 1950s in all sectors of the economy, particularly manufacturing and services. Rapid advances in science and technology yielded global competition and **modernization** at an accelerating rate. Establishments that survived, modernized with new technology in the 1960s and early 1970s. During the late 1970s and the early 1980s, it became apparent that modernization of industrial era establishments was necessary, but insufficient. The manufacturing sector establishments that survived modernized several times with contemporary technology and then began to **restructure**. More important, however, establishments began to recognize the centrality of Human Resources Development committed to Total Quality and Benchmarking Standards.

Alternative education has been available since the beginning of time. There have always been two forms of education: (1) direct experience and (2) that which is transmitted from a member of a species to another via communications. Alternative education made considerable advances with the inventions of paper, movable type, mail, telegraph, telephone and telecommunications.

An analysis of alternative education for a workshop for the Department of Education of Arkansas in 1989, yielded the following: contemporary traditional eduction (CTE), partial technological deschooling (PTD), collaborative lifelong learning (CLL), solution based learning (SBL), and other education and training providers (ETP) such as corporations. PTD includes distant learning systems. Technology intensive delivery systems were described in Any Home A Classroom (Halperin, 1984) and The Education Utility (Gooler, 1986). In 1984, New York Institute of Technology announced it was possible to complete a four-year degree program via personnel computer and modem. Nontraditional education today will be traditional education tomorrow.

Although the manufacturing sector of the economy began to fundamentally restructure in the 1980s, the service sector of the economy is lagging behind other sectors of the economy. Two extremely costly services are health and education. Health care made up 5.3% of the Gross National Product (GNP) in 1960, then climbed to 9.5% in 1980 and almost 14 % by 1990. With regard to education, the U.S. ranks second in terms of expenditure for elementary and secondary education and ranks last in math and near last in all categories of science among industrialized nations. Health and education will be modernized and restructured. The key issues are what form and by whom.

C. Cognitive Synapses and Electronic Networks

Over the past several years, leaders have begun to realize the centrality of the brain to the critical technology of learning. During the 1980s, major advances in research and development yielded communication and information technologies that have made it possible to transmit date, video, and voice instantaneously and simultaneously almost anywhere in the world.

Curriculum designers must produce High Performance Learners and Leaders by (1) achieving greater efficiency from contemporary programs and (2) inventing outcomes based learning -- **applications and solution** oriented.

BACKGROUND

Nova University is a nontraditional institution committed to developing practitioner oriented, problem solving, field based doctoral programs. Nova developed a doctoral program in early childhood education in 1972. The program was extended to include study in middle childhood in 1974. Participation is open to educators, counselors, social service personnel, psychologists, and other helping professionals. Formal instruction takes place in clusters, a cohort of 20 to 30 professionals in a geographic area. Several regional clusters were formed to accommodate students from areas that normally do not have a sufficient number of students to form a local area cluster.

The Ed.D. Program in Early and Middle Childhood was used to develop the Ed.D. Program in Child and Youth Studies by specifying program and student learning outcomes, strengthening the emphasis on proactive leadership, and adding three areas of specialization: (a) School Management and Instructional Leadership, (b) Management of Programs, and (c) Special Services. CYS program and student learning outcomes are as follows:

1. Be articulate and be able to communicate effectively -speaking, writing, listening.
2. Be an informed professional concerning:
    -breadth and depth of child and youth issues and
    -perspective on solutions to child and youth problems and issues.
3. Be analytical and a problem-solver.
4. Develop leadership change agent skills.
5. Demonstrate a sophisticated outlook and globally concerned behaviors.
6. Show progressively developed and demonstrated growth in performance of program expectations.

CYS begins with Leadership I and ends with Leadership II three years later. Research indicates that leadership consists of three phases: (1) analyzing and evaluating, (2) visioning, and (3) developing a plan of action. The primary tool used by people who lead is strategic planning. Leadership I introduces the concepts of leadership theory and research as well as the concepts of strategic planning technology. Leadership II has a focus on creating a vision and plan of action for restructuring institutions.

CYS was implemented in spring of 1989. A formative evaluation was written for Cluster 34, Clusters 37 and 38 in 1989-90, and Cluster 40 in fall of 1990.. At the faculty and staff meeting in February 1990, Dr. Abbey Manburg, Director, announced that CYS would develop a multi-tech delivery format. Dr. Diane Marcus, Director of Program Development, began a process to make the National Cluster become a reality beginning in 1991.

PRELIMINARY PLANNING FOR A TECHNOLOGY DELIVERY SYSTEM

Planning for modifying Leadership I to the technology intensive National Cluster began in winter and spring of 1990. A tentative three year schedule was developed. Then, more specific details were specified for Leadership I.

Planning for a technology intensive cluster provided an opportunity to review Leadership I goals, objectives for each of the sessions, and strategies and techniques for achieving student learning outcomes. The ultimate purpose of Leadership I remained unchanged -- to help students to understand the basic concepts of leadership theory and research and to begin to apply significant concepts to problems in their work context -- education, human and social services, etc. Leadership I study area objectives were as follows:

1. To develop in each student an awareness of the need for competent professionals who can analyze and develop solution to macro problems of broad public interest.
2. To engage each student in an active learning process that provides her/him with the analytical tools to assist the student to become a transformational leader for children and youth in a variety of contexts.
3. To involve each student in a process of self-appraisal analysis of leader behavior and group dynamics.
4. To cause each student to expand her/his understanding of organizational development, including fiscal resource development.
5. To expand the knowledge base of each student about contemporary social problems and issues and their impact on children and youth.

Major assignments consist of a paper describing work context and problems, creation of a Professional Development Plan (PDP), specification of issues for two major problems, and an oral presentation on one of the problems. Learning activities include a discussion of megatrends and the need for strategic thinking, a review of theory and research about leadership, a brief introduction to strategic planning as a tool for applying leadership concepts, transformational leadership and human resources development, analysis of societal problems and issues, a brief introduction to proposal development and grantsmanship, and a presentation entitled "Toward the 21st Century" which emphasizes alternative education such as partial technological deschooling, cooperative lifelong learning, and problem and solution based education, etc..

It is important to understand why these assignments were selected for inclusion in Leadership I. A practitioner oriented, problem solving degree program logically begins with an understanding of workplace context and problems.

The Early and Middle Childhood program concludes with Political Processes and Social Issues in which each student selects a problem, analyzes it thoroughly, and specifies a plan of action. Students repeatedly indicated that many of the learning experiences such as analysis of issues and context should be at the beginning of the program. Hence, during the design phase of the CYS program, these ideas were included in Leadership I. Education exists for providing an individual or a "community" with the knowledge to function effectively culturally, socially, economically, politically, and technologically. That process begins by analyzing and evaluating context and self to which is added the theory and research about human development, research and evaluation, and other program activities designed to enhance problem solving -- applications and solution based learning.

The PDP brings together three bodies of information: (1) stages of professional and personal development, (2) stages of organizational development, and (3) CYS program requirements. A modified Myers Briggs test, the Kolb Learning Styles Inventory, and the Torrance Hemisphericity test are administered to help each student to better understand "self" and to group students to achieve learning outcomes through collaborative learning. Each student selects two societal problems and lists issues for each problem and shares the lists with students in the cluster. Each student is encouraged to create a file on problems of interest and to add materials to the files as s/he progresses through the CYS program. Each student is required to maintain a journal of significant learnings and their implications throughout the program. The analysis and synthesis of the journal is the first assignment for Leadership II, followed by creation of a vision of the future and specification of a plan of action. Thus, the LDP created in Leadership I should assist each student to have a more focused experience in the CYS program and the vision and plan of action created in Leadership II should help each student develop a focused direction for postprogram years.

Even though there is a flavor of education in most of the materials, the concepts apply to all contexts, from services to manufacturing. In fact, one section of the Study Guide is on the health and human services system.

An overview of Leadership I is attached for clusters taught in a three session format.

During the process of planning for modification of the Leadership I study area, two quite different, yet interrelated, sets of issues were addressed -- pedagogical or androgogical and technical. The androgogical issues related to ends, outcomes, and value added to mature adults who are self-directed, technologically literate learners. The second set of issues related to means oriented decisions about the technology of e-mail, electronic classroom (ecr) sessions, videotapes, audiotapes, etc. The National Cluster would have about one-third of the didactic face to face instruction and collaborative learning time as the traditional cluster format. Most of the student learning outcomes would be accomplished through electronic highways. Most of the important issues focused on synchronizing learning activities with technology and then coordinating the Leadership I activities with specialization activities. Judy Lever provided valuable assistance in dealing with appropriate use of technology to achieve desired learning outcomes based upon her technology background and her experience as a student in Cluster 34. Dr. Al Mizell provided technical assistance in creating the ecrs with common frames: a welcome frame, an objective frame, content enabling objectives and task frames, an ecr objective evaluation frame, and an ecr evaluation frame. Other technology issues relate to "library" utilities such as access to problems and issues displays developed by students and numerous other products such as journals, etc.

It was decided that the first Leadership I ecr would deal with the PDP, the first videotape would deal with societal problems and issues, the second ecr would deal with making an oral presentation of a societal problems and its issues, an audiotape would provide a brief introduction to proposal development and grantsmanship, and a videotape would present "Toward the 21st Century." The LDP ecr was produced in October and used at an inservice program for CYS faculty and staff in December 1990.

Materials for Leadership I were distributed to students prior to the meeting. These resources were selected to help students understand macro transitions, leadership, strategic planning and fundamental restructuring of institutions.

The first written assignment consists of a one page statement about work context and several pages on problems that intrude on the student. The assignment is sent to the National Lecturer one week before the class meets. The assignment helps each student begin to focus on workplace context problems and helps the faculty member understand each student and match theory, research, and applications to diverse needs of students. Having the assignment sent to the faculty member one week in advance of the cluster meeting requires student preparation and provides an opportunity for feedback and discussion immediately and supplements in greater detail that which is written.

National Cluster I (Cluster 46) began in February 1991 and concluded in June 1991. NC II (Cluster 50) began in February 1992 and concluded in June 1992. NC III (Cluster 54) began in October 1992 and concluded in January 1993.

PROGRAM DEVELOPMENT

Cluster #34 completed Leadership I in spring of 1989. A formative evaluation was completed for that group (ED 212 946). Cluster #37 completed Leadership I in fall of 1989 and Cluster #38 completed Leadership I in winter of 1990. A formative evaluation of Clusters 34, 37, and 38 was written in June 1990 (ED 327 118). In addition, Cluster #40 completed Leadership I in fall of 1990 and National Cluster (NC) #46 completed Leadership I in spring of 1991. A formative evaluation of the multi-tech NC was written in spring of 1991. Furthermore, Cluster #34 completed Leadership II in winter 1992 and a formative evaluation was written. A second NC was started in February 1992. The display of these activities is as follows:

	1989	1989-90	1990-91	1991-92
#34	L-I			L-II
#37		L-I		L-II
#38		L-I		
#40			L-I	
#46 National Cluster			L-I	
#50 National Cluster				L-I

Increased demand for CYS resulted in the hiring of faculty. During 1991-92, the faculty rewrote the study guide for Leadership I and three textbooks were adopted: Contemporary Issues in Leadership edited by William E. Rosenbach and Robert L. Taylor, The Fifth Discipline: The Art and Practice of The Learning Organization by Peter M. Senge and Guide to Strategic Planning for Educators by Shirley D. McCune. In addition, Leaders by Warren Bennis and Burt Nanus is recommended for students to'read.

The faculty also discussed the Professional Development Plan, the Diary/Log and Interim Reports which are reviewed at summer institute. In August 1992, the faculty began to write/rewrite a study guide for Leadership II based on three major units: (1) analysis of significant concepts from the CYS program, (2) visioning, and (3) action plan development.

A specialization in the Application of Technology to Education and Training began in fall of 1992.

New American Schools Development Corporation projects helped provide impetus to change "Toward the 21st Century" to **Rethinking, Restructuring, Revitalizing."**

A conceptual framework emerged which placed human resources development of leadership competencies as the centerpiece of the CYS program.

ORIENTATION AND TECHNOLOGY

Information

Each person who inquires about the CYS program obtains considerable information in person and in writing during the admissions process. A critical decision is selecting an area of specialization: (a) School Management and Instructional Leadership, (b) Management of Programs for Children and Youth, (c) Special Services for Children and Youth/Exceptional Education, and (d) Application of Technology to Education and Training.

Each student admitted to CYS is sent a packet including a cluster opening letter, the three-year cluster plan, information about orientation, and the first study area.

Research on previous clusters suggested expanding the orientation, the introduction to telecommunications, and didctic contact time for Leadership I from one day to two. Appendix A contains the memorandum for Leadership I, the three year schedule, and the schedule for the first meeting.

Orientation

Orientation provides an oportunity for each student to hear about CYS directly from the program director. Students hear about the conceptual framework of the CYS program and the interrelationship among components -- study areas, practicums, and specialization and summer institute.

Orientation for NC III was held the evening of October 8 and the morning of October 9.

Introduction to Telecommunications

Students in regular and national clusters have access to Informational Retrieval Service (IRS) and Electronic Library. Through these services, each student has access to Bibliographic Retrieval Services, Dialog, NEXIS, ADVOCNET and a broad range of data and information bases.

Introduction to telecommunications begins a process of raising the level of awareness about the array of resources each student can access. The introduction also insures that each student can access UNIX so that e-mail and electronic classrooms can begin soon after returning home.

Introduction to telecommunications was held the afternoon of October 9 and on October 10.

LEADERSHIP I

October 11-12, 1992

Leadership I is an introduction to societal problems and issues; leadership theory, research, and practice; strategic thinking and operational planning; organizational development and human resources development; components of powerful thinking; and personal and professional development. Many societal problems were discussed.

Research indicates that leadership consists of three processes: (1) analysis, (2) visions, and (3) action plans; can occur at three levels: (1) self, (2) organizational, and (3) societal; and involves three sets of competencies: (1) conceptual, (2) interactive, and (3) technical.

The faculty member discussed the distinction between strategic thinking and operational planning. Strategic thinking and operational planning require two distinct modes of thought. Strategic thinking has a focus on what an organization or group of agencies wants to achieve. Strategic thinking should produce a long-term vision of the future based on an analysis of several alternative scenarios and the specification of a preferred scenario. The long-term vision of the 1990s and the 21st Century should be based on an analysis of a broad range of demographic, social, economic, political, technological, and other variables. Operational planning maps out how that vision will be achieved. Operational planning consists of the interpretation of a preferred scenario into a multi-year action plan with a statement of resource requirements. The first year of the multiyear action plan contains detailed objectives to which fiscal year operating dollars are assigned. The operational plan provides the conceptual framework for organizational development and human resources development (Attachment 4). Maximum synergism is possible when the organizational development and the human resources development components in a comprehensive plan are synchronized. The OD and HRD framework are the basis for institutional effectiveness evaluation and performance appraisal, a demonstration of value added to the establishment, to individuals, and to society.

The national lecturer highlighted the conditions of education. Students took a modified Myers Briggs, the Kolb Learning Styles Inventory, and Torrence Hemisphericity tests. The modified Myers Briggs yields scores for Strategic Humanists (SH), Strategic Managers (SM), Pragmatic Humansists (PH), and Pragmatic Managers (PM). Students were divided into small groups based on similar planning preferences to accomplish study area learning objectives. During lunch, small groups synthesized significant concepts and their implications - the start of the diary/log:

Group	SH	PH	SM
	DH	MD	BM
	AW	TC	DW
	RD	YD	VM
	BM	CF	TD
	PP	RG	JJ

A number of key concepts were highlighted during the afternoon as a prelude to discussions about work contexts and problems in small groups. Then, students began to identify their professional goals. Students began to match their professional goals with study area goals. The afternoon concluded with identification of significant concepts and their implications, continuation of the log.

The second day of Leadership I focused on Problems and Issues. Small groups collaborated again. The day concluded with specification of significant concepts and their implications and activities for Leadership I.

An extensive array of handouts was distributed to shift the focus from a student spending considerable time searching for sources of information to accessing it easily and applying the best in research and practice. Handouts included organizational charts of several departments in the U.S. government and lists of research and development centers, regional education laboratories and national organizations. Handouts included information about America 2000 and the New American Schools Development Corporation. Publications were distributed such as the OERI Bulletin, UPDATE, SMARTLINE, and the EDUCOM K-12 Network Newsletter.

Electronic Classroom and Other Activities

Electronic classrooms (ecrs) were scheduled for November 15 and December 13 at 3:00 and 5:00 p.m. Eastern Standard Time. The ecrs were on creating a Leadership Development Plan and an Oral Presentation. Half of the students were scheduled for each session. At the conclusion of the LDP ecr on November 15, students asked to have the next ecr. Therefore, the Oral Presentation ecr was given. The December 13 ecr dealt with clarification of Leadership I activities. Appendix B contains memo, ecrs, and worksheets.

* * * * * * * * * *

VISION

> The very essence of leadership is you have to have a vision. It's got to be a vision you articulate clearly and forcefully on every occasion. You can't blow an uncertain trumpet.
>
> Father Theodore Hesburgh

CONCEPTUAL FRAMEWORK FOR HUMAN RESOURCES DEVELOPMENT

The ultimate purpose of graduate and postgraduate education is to design programs to promote improvement in the quality of services that are provided in a variety of different contexts and systems

Curriculum designers must produce High Performance Learners and Leaders by (1) achieving greater efficiency from contemporary programs and (2) inventing outcomes based learning -- applications and solution **oriented.**

During the 1940s, manufacturing began to perfect the systems approach to help the U.S. become preeminent in the industrial era. The systems approach examines input, process, and outcomes variables. During the industrial era, the U.S. focused primarily on inputs because America had an abundance of physical and human resources and could afford "inventory" and waste. During the early technical era, industrialized nations began to shift to process variables -- Statistical Process Control, Statistical Quality Control in manufacturing and Student Success Enrollment Management and Total Quality Involvement in services.

During the advanced technical era, mature regions of the world will shift to outcomes and multi-tech full service learning environments which are consumer oriented. This trend is already well established.

Leadership consists of the processes of intuition, analysis, visioning, communicating and action plan development and implementation. Leadership occurs at the self, team, organizational, community, and societal levels. This matrix becomes the centerpiece for which all learning activity contributes increments of growth. The competencies and skills to be developed are conceptual, interactive, and technical -- directed at applications and outcomes.

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CREATING SOMETHING NEW AND FRESH

> The major task for society and the economy is
> to create something new and fresh as opposed
> to just improving on the old.

Peter Drucker. Innovations and Entrepreneurship Principles and Practices. New York, NY: Harper and Row, Inc., 1985.

CONCLUSIONS: SOLUTION BASED MULTI-TECH LEARNING

Competency based education and training is rooted in the philosophy of education, particularly vocational education. Down through the ages, education has had three major purposes that relate to the development of each person as a worker, a citizen, and an individual. Vocational education has pioneered curriculum development that leads an apprentice through a series of developmental stages from a novice to a skilled craftsperson. Scouting is outcomes oriented in the series of developmental stages from "Tenderfoot" and "Second Class" through "Eagle" and "Explorer." Industrial era schools and colleges tend to place more emphasis on process variables than outcomes. Variables such as the Carnegie unit, seven periods per day, five day weeks, 180 day years, head count reimbursement formula, and compliance regulations are more quantitative process than qualitative outcomes measures.

Just as Nova University pioneered an applications format for producing a new type of problem solver in the space age, so too Nova is pioneering the solution based multi-tech formats to produce an outcomes oriented High Performance Learner and Leader. The CYS multi-tech format is a step on the journey to "Explorer" status solution based learning which are consumer oriented.

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A "Third Wave" Electronic College

Judith W. Leslie uses Toffler's The Third Wave to develop an educational institution in an advanced technical era dominated primarily by electronic media.

> This methodology would allow the learner to proceed at his/her own rate and style, within his/her own time period, at his/her desired location, drawing upon learning materials from throughout the country and the world. Computer science and electronics courses and programs of study would be an integral part of the curriculum. Faculty would be cross-trained in a variety of disciplines and teaching styles. They would have flexible work schedules and loads and might share an assignment with a spouse or colleague. Many faculty would instruct from their home or electronic cottage....
>
> Judith W. Leslie. "As The Third Wave Approaches Higher Education: Planning For the Electronic Institution," CAUSE/EFFECT, January 1981, Vol. 4, No. 1, p. 15.

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APPENDICES

A. Instructions and Memos
B. Electronic Classrooms
C. Work by Daniel R. Hayes
D. Work by Deborah W. Whaley

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THINKING

> Thinking with a fixed circle of ideas tends to restrict the questions to a limited field. And, if one's questions stay in a limited field, so also do the answers.

Lyall Watson. _Lifestyle_. New York, NY: Simon and Schuster, 1979.

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Programs in Child and Youth Studies
Ed.D. Program in Early and Middle Childhood
Ed.D. Program in Child and Youth Studies

NOVAUNIVERSITY
ABRAHAM S. FISCHLER CENTER FOR THE ADVANCEMENT OF EDUCATION

August 27, 1992

TO: Students in the Ed.D. Program in Child and Youth Studies - National Cluster III

FROM: Warren H. Groff

RE: Leadership I Study Area

My purpose in writing is three-fold. First, I want to express my enthusiasm about working with you in the Ed.D. Program in Child and Youth Studies. Second, I shall outline the framework for our study area and third, I want to communicate to you some of my background and experience in the hope that you will understand more fully my perceptions.

We are privileged to live during an extraordinary time -- the turning of an era. The world is passing from the industrial era to technical era based on the rapid generation and use of information. The key economic resources will no longer be raw materials extracted from earth, unskilled and semiskilled labor, and capital, but rather knowledge, individual innovators, and information. This structural shift is having a profound impact on our institutions -- family, education, church, and business and industry. The scope and rate of change is unprecedented, and its effects are cultural, psychological, social, and economic. No issue will be more important than to develop ourselves as proactive leaders - individuals who (l) understand macro changes that are occurring in society; (2) understand themselves and the organizations in which they work; (3) can formulate a plan of professional and organizational development and then follow through on that plan; and (4) will formulate solutions to macro social problems and implement those solutions so that this nation's people are the beneficiaries, not the victims, of this structural shift.

With regard to the framework for our study area, we will organize our activities around part of the progression described above. The study guide begins with a background statement, including information about the program, outcomes, and study area goals. The study guide then discusses the first unit. Read the study guide and related documents and complete the first assignment. With regard to the paper, following the cover page, the first page should be a concise statement about the context in which you work and the problems that intrude on you. A second page should focus on three or four problems of highest priority and three or four sentences about each problem. You can then append a page or two of data or information about each problem.

Follow APA. Use 8 1/2 x 11 paper. The paper should be typed, double spaced. Use one staple in the upper left hand corner. Use regular mail. The assignment should be sent to me so that it arrives at my home by October 2, 1992. Please send your paper to the following address: 1531 Peabody Avenue, Memphis, TN 38104.

During the first session we will cover the objectives listed in the study guide. I will discuss transitions in society and the distinction between strategic thinking and operational planning. You will take the Kolb Learning Styles and Myers Briggs Type Indicator and use the information to form small groups and accomplish study area objectives. I will introduce the topics of leadership and human resources development and conclude by elaborating on contemporary social problems. We will synthesize significant concepts to reinforce learning. I will then provide detailed instructions for Leadership I.

For assignment #2 you will be expected to read the appropriate sections of the study guide and related reading and complete the second assignment. The paper will be about you and the organization in which you work. The paper will conclude with a Professional Development Plan. The assignment should be sent to me so that it arrives at my home by November 27, 1992. For assignment #3 you will be expected to read the appropriate section of the study guide and related documents and complete the third assignment, a paper about two contemporary social problems. The assignment should be sent to me so that it arrives at my home by December 31, 1992. You will be expected to make a brief presentation about your two contemporary social problems. The final examination will ask you to synthesize your learning experience in Leadership I.

With regard to my background and experience, I taught in the public schools in suburban Philadelphia; served as an Assistant Dean in the College of Education at Temple University and taught courses in elementary education and higher education; consulted with a broad range of establishments including Research for Better Schools, the American Board of Pediatrics, and the Governor's Justice Commission of Pennsylvania; and served as a chief academic officer in a private college, as a consortium director, and as a chief academic officer in two quite different two-year colleges. Currently I am a consultant to schools, colleges, and health and human services. In the 1960's I observed the early development of the Nova University philosophy and the program that evolved out of that practitioner, social change philosophy. I have been a presenter at the Summer Institutes and a National Lecturer in the Higher Education programs for several years. I am firmly committed to the practitioner, social change philosophy and am proud to be associated with Nova.

In closing I want to again express my enthusiasm about working with you. We were not around when this nation made the transition from an agricultural society to an industrial giant. We didn't have a hand in helping society evolve from a primitive stage to one which created numerous distinctive institutions to plan for and coordinate specialized functions. We are alive, however, during this structural economic transition with greater and more far reaching implications than the earlier one of the late 1800s and 1900s and, we have the opportunity to provide proactive leadership in bringing about social change. I look forward to working with you.

* * * * * * * * * * * * *

Purpose

Sometimes institutions are simply the sum of historical accidents that happen to them: like the sands of the desert they are shaped by influences but not by purposes. Men and women can shape their institutions to suit their purposes provided that they are not too gravely afflicted with the diseases of which institutions die - among them: complaisance, myopia, and unwillingness to choose.

John W. Gardner

October 22, 1992

FORT LAUDERDALE NATIONAL III - CLUSTER 54

Coordinator: Michael Ferrentino

	YEAR 1		YEAR 2		YEAR 3	
Month	**Date**	**Content**	**Date**	**Content**	**Date**	**Content**
Oct	10/8 - 9/92 10/9 - 10/92 10/11 - 12/92	Orientation/Registration Intro Telecommunication skills Leadership I	10/8/93 10/9-10/93 10/11/93	Telecommunication skills Human Development Technology I	10/8 - 9/94 10/10/94	Research & Evaluation II Technology II
Nov	email/ecr	Leadership I	email/ecr	Human Development	email/ecr	Research & Evaluation II
Dec	email/ecr	Leadership I	email/ecr	Human Development Technology I ends 12/15	email/ecr	Research & Evaluation II Technology II ends 12/15
Jan	No class session	.End of Ldr I: 1/15	email/ecr	Human Development		End of R&E II: 1/15
Feb	2/12/93 2/13-14/93 2/15/93	Telecommunication skills/ Technology I Research & Evaluation I Practicum I Orientation	2/18/94 2/19 - 20/94 2/21/94	Technology II Human Development Practicum II Orientation	2/18 - 19/95	Political Processes & Social Issues
Mar	email/ecr	Research & Evaluation I	email/ecr	Human Development	email/ecr	Political Processes & Social Issues
Apr	email/ecr	Research & Evaluation I	email/ecr	Human Development	email/ecr	Political Processes & Social Issues
May	email/ecr	Research & Evaluation I Begin Specialization I	email/ecr	Human Development Begin Specialization II	email/ecr	(if needed)
Jun	No class session	Specialization I study End of R&E I: 6/1	No class session	Specialization II study End of HD: 6/1	email/ecr	End of PPSI: 6/1 Leadership II
July	WASHINGTON, DC Specialization I Instruction: 7/7 - 11/93 Technology Seminar Summer Institute: 7/12 - 16/93		FORT LAUDERDALE, FLORIDA Specialization II Instruction: 7/13 - 17/94 Technology Seminar Summer Institute: 7/18 - 22/94		WASHINGTON, DC Summer Institute: 7/ - /95 (tba)	
Aug	No class session	Specialization I Study	No class session	Specialization II Study	No class session	
Sep	No class session	Specialization ends: 9/15	No class session	Specialization ends: 9/15	email/ecr	Leadership II
Oct					10/7 - 8/95	Leadership II
					End of Third Year	

Note: Students must attend Specialization Instruction I and II as scheduled above.
Students attend two summer institutes, one in D.C., one in Fort Lauderdale; summers '93 and '94 or '94 and '95.

National Cluster Sessions: Cluster 54
October 8 through 12, 1992

Cluster	Thursday, Oct. 8	Friday, Oct. 9	Saturday, Oct. 10	Sunday, Oct. 11	Monday, Oct. 12
54 Ferrentino		8:30 - 12:00 p.m. Complete Orientation Westport: East Conference Room Faculty: Lois Ann Hesser	8:30 - 12:00 p.m. Continue with telecommunications Parker lab Faculty: Judy Lever Lois Ann Hesser	8:30 - 12:00 p.m. Leadership I Room: Westport East Conference Room Faculty: Warren Groff	8:30 - 12:00 p.m. Leadership I Room: Westport East Conference Room Faculty: Warren Groff
	Students arrive; Mike to check-in	1:30 - 4:30 p.m. Intro to telecommunications Parker lab Faculty: Judy Lever Lois Ann Hesser	1:30 - 4:30 p.m. Continue with telecommunications Parker lab Faculty: Judy Lever Lois Ann Hesser	1:30 - 4:30 p.m. Leadership I Room: Westport East Conference Room Faculty: Warren Groff	1:30 - 4:30 p.m. Leadership I Room: Westport East Conference Room Faculty: Warren Groff
	7:00 - 9:30 p.m. Opening Orientation & Registration Sheraton Faculty: Abbey/Lois Ann	7:00 - 9:00 p.m. Student Reception Sheraton			

TO: Students in National Cluster III

FROM: Warren H. Groff

RE: Electronic Classrooms

DATE: October 30, 1992

It was great to work with you on October 11-12.

The ecrs scheduled on Sunday, November 15 and December 13, will be at **3:00 and 5:00 p.m. Eastern Time**. Each of you is to be an active participant in the 3:00 or 5:00 session:

3:00 Active Participants
Robert Cable
Torea Chancellor
Mildred DelGrosso
Carole Froehlich
Ginger Moritz
Patricia Pyper
Jay Sullivan

5:00 Active Participants
Richard Danser
Tim Dikowski
Lonnie Domkee
Dan Hayes
Bernadette McNulty
Bill Morton
Andrea Warren
Debbie Whaley

You may want to observe the session in which you are not an active participant. You should have considerable work completed on the Leadership Development Plan by the ecr on November 15. You should have considerable work completed on the Problems and Issues paper by the ecr on December 13 which is on how to make an oral presentation on one of the two problems you selected.

Leadership I **DEADLINE DATES** are as follows:
Nov 27 - Leadership Development Plan (send to me in Memphis)
Dec 18 - Oral Presentation Videotape (send to Liz Kennedy)
Dec 31 - Problems and Issues Paper (send to me in Memphis)

It is a pleasure working with you.

ECR WORKSHEET 3:00

3:00 Active Participants	pdp 4 obj 2 HRD	pdp 5 obj 3 OD	pdp 6 obj 4 CYS	pdp 7	pfp 8
Robert Cable					
Torea Chancellor					
Mildred DelGrosso					
Carole Froehlich					
Ginger Moritz					
Patricia Pyper					
Jay Sullivan					
5:00 Active Participants					
Richard Danser					
Tim Dikowski					
Lonnie Domkee					
Dan Hayes					
Bernadette McNulty					
Bill Morton					
Andrea Warren					
Debbie Whaley					

ECR WORKSHEET 5:00

5:00 Active Participants	pdp 4 obj 2 HRD	pdp 5 obj 3 OD	pdp 6 obj 4 CYS	pdp 7	pfp 8
Richard Danser					
Tim Dikowski					
Lonnie Domkee					
Dan Hayes					
Bernadette McNulty					
Bill Morton					
Andrea Warren					
Debbie Whaley					

3:00 Active Participants

Robert Cable

Torea Chancellor

Mildred DelGrosso

Carole Froehlich

Ginger Moritz

Patricia Pyper

Jay Sullivan

TO: Students in National Cluster III

FROM: Warren H. Groff

RE: Electronic Classroom on December 13

DATE: December 1, 1992

It was great to work with you on the November ecrs.

The ecrs scheduled on Sunday, December 13, will be at **3:00 and 5:00 p.m. Eastern Time**. Each of you is to be an active participant in the 3:00 or 5:00 session:

3:00 Active Participants
Robert Cable
Torea Chancellor
Mildred DelGrosso
Carole Froehlich
Ginger Moritz
Patricia Pyper
Jay Sullivan

5:00 Active Participants
Richard Danser
Tim Dikowski
Lonnie Domkee
Dan Hayes
Bernadette McNulty
Bill Morton
Andrea Warren
Debbie Whaley

You may want to observe the session in which you are not an active participant. I will ask each of you to indicate the two problems you have selected and highlight a few issues. I will comment on the Leadership I final examination and how to evaluate the videotape on oral presentations of problems. We can discuss the audiotape and packet on grantsmanship and the videotape on "Rethinking, Restructuring, Revitalizing."

We can also review some of the APA requirments.

Leadership I **DEADLINE DATES** are as follows:
Dec 18 - Oral Presentation Videotape (send to Liz Kennedy)
Dec 31 - Problems and Issues Paper (send to me in Memphis)

CYS is accepting applications for National Cluster IV which will begin February 12-15, 1993, in Ft. Lauderdale. Share information about the CYS program with friends and ask them to contact Vera Flight 1-800-541-6682 x7031

TO: Cluster #54

FROM: Warren H. Groff

RE: Analysis of Oral Presentations,
Final Examination, and
Evaluation of Leadership I

DATE: January 1993

Analysis of Oral Presentations

Enclosed are the oral presentations and support materials. Also, enclosed is an evaluation package consisting of a "Presentation" sheet and a "Problems" sheet. You may use these materials while viewing the videotape. The first sheet can be used to evaluate each student's presentation. You can xerox copies of this sheet and use one for each student's oral presentation, including your own. The "Problems" sheet can be used to determine priorities. First, list the "gist" of each problem in the sequence they are presented in the tape. Second, rate about one third of the problems as high, medium, and low. You are to rank the problems, not the prerson presenting the problem. Third, list in rank order the top four priorities. **Send me a copy of this single sheet with your final examination**.

Final Examination

Enclosed is your Final Examination. Read the question and outline your response at the bottom of the page.

The response is restricted to 1 page, single sided, and can be single spaced. Test time is one hour. **Send the outline and your paper copy response so it reaches me in Memphis by January 22, 1993**.

Evaluation

Enclosed is an evaluation with four questions:
1. What topic was a greatest value to you and why?
2. What topic was of least value to you and why?
3. Would you change something? In what way? Why?
4. Comment on the way in which I handled the seminar.

You may chose to submit this completed form with the above-mentioned sheets or submit it after I send your Leadership I "Final Study Area Evaluation Form."

Dr. Ferrentino will send you other evaluation forms.

It is a pleasure working with you.

TO:

FROM: Warren H. Groff

RE: Leadership I

DATE: January , 1993

Congratulations on the successful completion of Leadership I. You are a part of a new generation of High Performance Learners and Leaders, a person becoming a Human Resources Development Design Engineer who will help create new caring and learning environments so that future generations can have improved quality of life.

Leadership I is the start of a journey on which you will climb peaks and see opportunities more clearly. Maintain your Diary/Log. Start files on Problems and Issues and continue to add information to the files.

We still have room for one or two other persons in the multi-tech National Cluster IV that will start in February.

Your feedback was appreciated. NC IV will be given all the material in February to avoid the problems with mail.

It is a pleasure working with you. I look forward to Leadership II when you can synthesize significant concepts you acquire over the next two and 1/2 years. Then, we will create and co-create a vision of a preferred scenario and a multi-year action plan for a project of interest to you.

* * * * * * * * * *

CREATING SOMETHING NEW AND FRESH

> The major task for society and the economy is to create something new and fresh as opposed to just improving on the old.

Peter Drucker. Innovations and Entrepreneurship Principles and Practices. New York, NY: Harper and Row, Inc., 1985.

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pdp.0
pdp.1
pdp.2
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pdp.4
pdp.5
pdp.6
pdp.7
pdp.8
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Welcome to the ecr session on

LEADERSHIP DEVELOPMENT PLAN

Warren H. Groff

Ready? Let's begin ...

OBJECTIVE FOR ECR LEADERSHIP DEVELOPMENT PLAN (LDP)

The one objective for today's ecr session is to enable you to identify the three bodies of information to be included in the Leadership Development Plan (LDP).

Leadership Development Plan (LDP)

Research indicates that individuals tend to be more successful if they have a plan of action.

The five enabling objectives for this ECR are as follows:
1. To identify bodies of information that help develop a LDP.
2. To discuss briefly human resources development (HRD).
3. To describe stages of organizational development (OD).
4. To review the components of the CYS Program.
5. To specify components of the LDP and the format for paper #2.

Objective I. Bodies of Information.

A LDP is based on at least three bodies of information.

First, research about leadership and human resources development indicates that you must know yourself. You should understand the stages of development you experienced and the significant others and major incidents that have had an impact on your life.

Second, research indicates that all establishments pass through various stages of development. You should understand the stage of development of the context in which you work.

Third, you should understand the CYS Program requirements.

Objective 2. Leadership and Human Resources Development.

All persons pass through various stages of personal and professional development. You should understand your cultural background - values, attitudes, and beliefs. You should understand your early childhood experiences, the impact of significant others and major events, how you were "programmed" during the middle and secondary years and in your undergraduate experience. You should understand your professional development experiences. This analysis should help you with where you came from and who you are. Diagnostic tests can help you understand who you are. Then, you should clarify long term goals.

Do you understand this task? Respond with a "Y" or "N" now.

Objective 3. Organizational Development.

All establishments pass through various stages of development from emergence, to growth, to maturity, regeneration, and/or decline. All establishments pass through various stages as they adjust to changing circumstances; these stages range from awareness to adoption. This concept applies to curricular change, planning and management systems, and every aspect of an establishment. For example, planning has evolved from Management By Objectives (MBO) to Strategic Planning (SP). The way an establishment functions determines climate and culture.

Do you understand this task? Respond with a "Y" or "N" now.

Objective 4. Components of CYS Program

CYS has stated program goals and consists of a number of study areas, specializations, two summer institutes, and two practicums which are described in the literature. Each of these learning experiences will contribute to your professional development in direct proportion to your understanding of their relevance in helping you become a proactive transformational leader.

Do you understand this task? Respond with a "Y" or "N" now.

Objective 5. Components of Your LDP.

Begin this assignment by listing a Table of contents. Then write the analysis of yourself and your establishment. You may then want to state a career goal and several objectives with specific examples of what you want to accomplish within specific time frames. Refer to your study guide and use your textbooks and resource material.

Do you have any questions?

EVALUATION OF ATTAINMENT OF ECR OBJECTIVE

Remember that the main objective for this ecr was to be sure you could identify the three bodies of information to be included in the LDP. So, let's see if you can select those three from the following list:

1. critical path analysis
2. time-on-task analysis
3. stages of human development
4. environmental scanning analysis
5. stages of organizational development
6. critical trends analysis
7. components of the CYS program

Respond with the number of the first of the three correct items. (We are turning the recorder off at this time.)

EVALUATION

Our ecr is now concluded. I would like you to evaluate this session by rating it on a 9-point scale where 1 = poor and 9 = excellent. Please send your evaluation in one of two ways:

- o Respond now by entering a number from 1 to 9 and then send your comments to me in an email message,
- o In your email message to me following this ecr, include your numerical rating.

Welcome to the ecr session on

ORAL PRESENTATIONS

Warren H. Groff

Ready? Let's begin ...

OBJECTIVE FOR ECR ORAL PRESENTATION (OP)

The objective for this electronic classroom (ECR) is to help you develop an OP on a societal problem and its issues.

The five tasks to help you accomplish this objective are as follows:

1. To identify the problem on which to make an OP.
2. To specify the outline of your OP.
3. To create a strategy to maximize impact of your OP.
4. To practice your OP.
5. To present your OP.

Oral Presentation (OP) on A Societal Problem And Its Issues

Practice indicates that an OP to a policy making group is often restricted in terms of the amount of paper that can be distributed and the length of time given to a specific problem. Also, practice suggests that educators too often are not focused on key issues and frequently not proactive in their advocacy for child and youth issues. Therefore, this assignment is intended to help you acquire basic competencies in making an OP. You will videotape a five-minute oral presentation. You shall provide a one-page handout for each of two problems and are encouraged to use visuals for the one problem that you are videotaping.

Task 1. Identify Problem.

Review the paper on societal problems and identify the one problem on which you want to make an OP. Review the issues you listed for the problem you chose and the data and information you presented for each issue. Identify what you want to highlight in your OP.

Have you identified the problem and issues you want to highlight in your OP?

Task 2. Specify Outline.

Specify an outline of what you want to highlight in your OP. The opening and closing statements are critical. Your opening statement sets the stage for the discussion that will follow. You should address the policy-making group that you are speaking to such as the school board or in a committee of the state legislature. You should identify the problem clear and concise language. When presenting data, it is good to have comparable data over equal increments of time so that trends can be identified. It is also good to present comparative data for local, state, and national profiles. Your concluding statement should leave a lasting impression on the minds of the listener.

Have you specified an outline for what you want to do in your OP?

Task 3. Create Strategy.

Think in terms of what to highlight on the one page handout and through visuals such as display charts and overhead transparencies. One student selected "child abuse" for her OP. She began by saying "Don't hit me" in a soft voice, then repeating the statement in a louder voice, and repeating the statement in a very loud voice. Her first issue was on definitions which she listed on the handout. Her second issue was on incidence, for which she provided hard data on the handout and on a transparency. She had display charts with photographs.

Please briefly state the problem that you will use in your OP.
(Remember, while waiting, you can use your buffer for this -- esc p)

Task 4. Practice OP.

Practice your OP in front of a "dead" camera or something that serves that purpose. Time your OP. Refine your OP based on your feelings about the presentation. Practice and refine your OP again. When you feel reasonably confortable with your presentation, practice your OP in front of a live camera, review it and refine it if necessary.

Do you have any questions about this objective? (Use esc a if you have a question; type N if you don't.)

Task 5. Present OP.

Videotape your OP with handouts and visuals. Send your videotape and 25 copies of your handouts to Nova University as indicated in your calendar. CYS will mail a composite videotape with handouts and instructions on how to evaluate the presentations. Your evaluation of the composite OP videotape must be returned to me in Memphis as indicated in your calendar.

Do you have any questions?

EVALUATION OF ATTAINMENT OF ECR OBJECTIVE

Remember that the main objective for this ecr was to be sure you could develop an oral presentation on a societal problem and its issues.

So, let's see if you can select important tasks as essential elements for a good oral presentation.

(We are turning the recorder off at this time.)

EVALUATION OF THE ECR SESSION

Our ecr is now concluded. I would like you to evaluate this session by rating it on a 9-point scale where 1 = poor and 9 = excellent. Please send your evaluation in one of two ways:

- o Respond now by entering a number from 1 to 9 and then send your comments to me in an email message,
- o In your email message to me following this ecr, include your numerical rating.

Leadership I: Assignment One

Primary Challenges for Leadership in an Air Force Education Services Program and a Private Counseling Practice

Daniel R. Hayes
Nova University

Running Head: Primary Challenges

Leadership I: Assignment One

Primary Challenges for Leadership in an Air Force Education Services Program and a Private Counseling Practice

Organizational Context

My primary work environment is in Air Force continuing education. I am also a new associate in a private psychology practice where I will counsel families of children with special needs, particularly attention-deficit hyperactivity disorder, conduct disorder, and oppositional defiant disorder.

As an Air Force Education Services Officer, I supervise and administer a system of education programs and services at the college preparatory, technical-vocational, collegiate, and graduate levels. I supervise a staff of four professional counselors, one testing specialist, five military education specialists, two administrative specialists, and two military training specialists. In addition, I oversee the activities of staff personnel from six colleges and universities operating twenty-three degree programs on our base. This complex management structure offers great challenges in marrying diverse student needs, military command directives, and civilian academic institution priorities. The challenge to leadership in our organization is the establishment and maintenance of a sense of partnership, which transcends parochialism. We truly operate in an organizational environment whose success requires an understanding by all members that "the whole is more than the sum of its parts." As a support agency, operating outside of the scope of the Air Force's primary mission, we are often challenged to defend our interests, in the face of competing organizations whose missions may be perceived as more closely related to the Air Force's primary mission. In an era of "downsizing" and "bottom-lines" we continue to remind our leadership that education is essential to a quality social architecture--especially during times of great change.

As a new mental health counseling practitioner, the greatest "problems" I currently face concern my experience level, a need to gain further understanding of the routine operations of the practice, and, in the short term, discovering ways to balance the demands of my family, my primary Air Force position, my counseling practice, and my doctoral program requirements. In the longer term, I need to establish myself, within the practice, as an independent mental health practitioner with a different, but equally valuable, professional philosophy.

Our Primary Challenges

1. Our primary challenge is establishing and maintaining a "quality culture", within the education services program, which considers our complex organizational environment and its historically rigid, authoritarian bureaucracy. Specifically, I need to learn how, as a mid-level manager, I can elicit self-responsibility, commitment, and "passion" from a work force which is often "told what to do" rather than asked "what needs to be done." Furthermore, I must learn to more effectively influence the perceptions of higher level management which often views education as incidental to the greater Air Force and base missions. In short, I need to find appropriate means to sensitize and educate higher level management about the benefits of supporting continuing education programs. Finally, I need to do a better job of influencing decision-making processes by associated, non-Air Force parties, such as the State Board of Regents and governing bodies of participating academic institutions.

2. A second, related challenge involves the creation and implementation more efficient student advisement and career counseling strategies in times of shrinking budgets and staffs but greater workload demands.

3. I need to further develop and refine my personal counseling model for counseling special needs children in a family context.

4. This last challenge involves establishing self-definition of professional mental health counseling within the framework of a private practice staffed primarily with professional psychology practitioners whose orientation differs from my own. I must learn to avoid the pressure of becoming social work or psychology oriented, by using the more prevalent "disease" model of treatment, because of contact with these other professionals. Counseling stresses a developmental approach mobilizing client

strengths and environmental assets to promote wellness rather then "curing" psychopathology. Mental health counselors believe that mental health is more than an absence of mental disorder (Hershenson, 1992).

Problems 1 and 2.

Problems 1 and 2 are related and concern my primary work setting, so I will offer a few more details. Our broad-based system of educational programming, guidance services, vocational and academic testing, and training support is staffed by professional and paraprofessional civilian and military Air Force employees, contractors, and employees of academic institutions operating under the umbrella of our program. Many of our lecturers are non-traditional, adjunct professors delivering instructional services during the evenings and on weekends when our administrative offices are closed. Little direct contact with faculty is possible. Given this complicated organizational structure, the potential abounds for misunderstanding, mixed loyalties, confused organizational hierarchies, conflicting rules and regulations, and uncertain missions. A delicate touch by management is required to balance and address the sometimes divergent needs and perceptions of personnel and constituent organizations operating within our "umbrella" agency.

The greatest challenge I face is establishing and maintaining a sense of belonging and commitment, to our parent agency, for such a heterogeneous collection. Participative management is a must if we are to succeed. All of our personnel, whatever their position and association, must feel some loyalty to the sponsoring agency and must believe they each play an important role. All personnel must sense they have a stake in the direction we collectively choose to move. A sense of community is the vehicle which drives our Education Services Program.

Another great challenge we face involves the nature of the larger organization we serve: the military. Attempting to maintain a credible participative management structure is, to say the least, often difficult in the "top down" management environment of the military. My personal leadership skills as an "external affairs" operator need attention. I must learn to better navigate the stormy waters of the greater external environment in which our organization is positioned.

Our staffing level is another great concern. During this current semester we have over 2,000 students enrolled in approximately 150 scheduled courses with six schools operating on the base. Approximately half of these students are in the military and receive financial aid, guidance services, testing , and other services directly from us. Additionally, we have over 1,000 individuals enrolled in independent study courses which we administratively manage. We are even the administrative arm of the Community College of the Air Force, the world's largest junior college. In the past year, we offered academic and guidance testing services to over 3,000 students. We are also responsible for administering a wide number of Air Force personnel programs such as officer training school, professional military training, a variety of enlisted commissioning programs, and many more. The point is that we have a work load which greatly exceeds our manning level. Excluding the employees of our on-base schools, we have twelve individuals, of whom only four are professional educators, operating the equivalent of a small college campus. Eight of our employees are active duty military with little formal education. These individuals are subject to recall by the commander and are often pulled from their educational duties to perform other squadron-related tasks. And if things aren't difficult enough, the Air Force plans to cut three employees over the next couple of years. We must find more effective ways of communicating, to higher level decision makers, our need for better staffing.

REFERENCES

Hershenson, D. B. (1992). A genuine fake dior: Mental health counseling's pursuit of pathology. Journal of Mental Health Counseling, 14, 419-421.

CYS Diary/Log

Daniel R. Hayes (November 13, 1992)

DESCRIPTION OF ACTIVITY or SIGNIFICANT CONCEPT COVERED	IMPLICATIONS	APPLICATION ACTIVITIES
Campus attendance activities	Provided sound orientation to doctoral studies	Begin using various aspects of NOVA computer system to prepare for ECR participation, electronic library searches EMAIL, etc.
Effective leadership for for today's human service and educational organizations can be learned by most people at any level of any organization	I can learn to be a more effective leader by using the analysis, vision, action paradigm	Utilizing the concepts and techniques introduced in Leadership I, I can learn to be a more effective leader. Specifically, I must learn more about myself (e.g., values) and establish congruence between personal beliefs and work behavior/environment. Further, I must transform my personal vision into a shared organizational vision and practice techniques to communicate that vision to other members. Use of Senge's five Learning Disciplines will be a starting point for this exploration to gain conceptual, interactive, and technical leadership skills
Social, economic, demographic changes within American society call for a change in the fundamental way we approach "problem-solving" and the way we structure organizations	Structural change is needed in human services/educational organizations to meet new challenges	The experiences and knowledge gained while pursuing the NOVA model of doctoral education (i.e., producing involved practitioners capable of making fundamental societal and organizational change through restructuring and changing basic organizational beliefs) will be applied in my organizational setting to establish an educational system ready for the next century

CYS Diary/Log

Daniel R. Hayes (November 13, 1992)

DESCRIPTION OF ACTIVITY or SIGNIFICANT CONCEPT COVERED	IMPLICATIONS	APPLICATION ACTIVITIES
The NOVA CYS National Cluster Model uses the latest educational technology to deliver its instruction and bring advanced graduate education into the reach of many more practicing professionals	Mastery of computer-based technology is required for success in the NOVA Ed.D. National Cluster program	Begin exploring the various aspects of NOVA UNIX, EMAIL, ECR, Electronic Library, etc. Study to become computer literate. Additionally, begin study and mastering APA writing style requirements
Long-term planning technology is required to meet the challenges of today's socio-economic realities	Short-term, crisis-oriented planning and action will not solve today's systemic problems; linear thinking is too limiting for today's interdependent systems	Expand my knowledge and use of systems theory and applications by learning about paradigm shifts, archetypes, learning organizations, strategic planning,
Marrying personal needs and commitments with professional commitments and aspirations promotes balance and a healthy life-style	Organizational needs and goals will not be satisfied without attention to family and personal needs	Establish a regular study and work schedule; schedule adequate time for family and personal activities; learn and practice time management; try to ensure work values and actions are in accordance with personal values. Ensure adequate attention is given to development of a personal theory of education, counseling, and supervison which is used in practice and is an expression of my beliefs

Leadership I: Assignment Two

Personal Leadership Development Plan

Daniel R. Hayes

Nova University

Running Head: Leadership Development Plan

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Leadership I: Assignment Two
Personal Leadership Development Plan

Introduction

The Department of Defense is undergoing drastic change as the country begins shifting to a post-cold war mentality. Long-held assumptions are being questioned as the services wrestle with their historically rigid, top-down management approach. The leadership in the Air Force has begun to recognize that a smaller force means fewer resources. Efficiency minimally translates into using all personnel to their fullest potential. Quality approaches are being implemented which offer a new philosophy of decentralized, bottom-up management, and top-down leadership commitment. Ideally, all levels of the management hierarchy are coming to be viewed as being equally important. An understanding, that education rests at the core of quality people and organizations, is crystallizing within the Air Force. In our educational organization, we are attempting to foster a working environment that encourages creativity and increased personal productivity. The new approach involves a shared leadership style which creates a working climate that promotes trust, teamwork, quality, and pride at all levels. Our challenge is to evoke genuine commitment among all the players. Furthermore, dialoguing, which Aristotle's writings helped lose favor in Western civilization (Pirsig, 1974), is now being promoted in organizations throughout the United States, including the Air Force. Twenty years ago, Robert Pirsig wrote that "quality emerges as a relationship between man and his experience." Thoreau once wrote: "You never gain something but that you lose something." I believe that both of these statements relate to systems thinking. In exchange for the power to understand

and rule through the search for "objective truth" western man lost the understanding of what it is to be a part of the world (subjectivism), and not an enemy of it. The bad news seems to be that we have lost much of our ability to think in systems terms. The good news is that through application of concepts such as transformational leadership, personal mastery, mental models, shared vision, team learning (Senge, 1990), and so on, we are beginning to understand the significance of this loss.

Personal Background

As an impoverished young man with little familial support, I enlisted in the military and, after discharge, used the G.I. Bill to finance a bachelor's degree and a master's degree in counseling psychology. This was an interesting phase of my life as I lived in Germany and England for thirteen years. While living in Europe, I met my wife and established our family.

As I move into mid-life, the yearning is strong to reappraise what I've accomplished and learned, what I value, and how I plan to spend my remaining years. For most of my career, I've worked for the Department of Defense helping other adults to realize their career and educational aspirations. I've been employed as a photographic instructor, an education technician, a guidance counselor, a family support center director, and now, an education and training director. The work has great rewards, yet I feel I can contribute more. This yearning has driven me to reenter school both to update my education and to expand my horizons. I've recently earned state licensure and authority to practice as a professional mental health counselor. I have also just completed an education specialist in the same discipline. As a result of this experience, I've been offered an opportunity to practice in a large private psychological practice to deliver services to special needs children and their families.

Having some experience in education, vocational and psychological testing has helped me to focus my career in psychology and education. Recently, I've felt the need to expand my training and practice to cover earlier stages of the life cycle through more work with children, youth, and family systems. My strategic humanist Myers-Briggs profile suggests I will experience increased fulfillment by expanding my work in counseling..

I am also feeling a desire to become a more active change agent for the profession of mental health counseling. I see this newly emerging profession as offering an ideal orientation for establishing counseling as an activity suited to "healthy" people. I believe counseling is best viewed as a tool to facilitate healthy development across the life cycle and during the difficult transitions between life cycle stages. I've expressed this desire by seeking certification and licensure in the profession,, joining local, state, and national professional organizations, by pursuing further professional education, and by mentoring new counseling students as a practicum facilitator in our on-base graduate counseling programs.

Work Context

As mentioned above, I have the unique opportunity of working with clients and students across the life span -- from mature adults to young children. As director of education and training, I am responsible for organizing and supervising the delivery of educational services and programs ranging from high school completion and developmental studies through advanced graduate studies. Our organization combines assessment, testing and guidance, and direct financial aid, with high quality degree programming (Appendix A).

Our greatest strength, and weakness, stems from the diverse organizations and personnel which make up our Consolidated Education and Training Center. While we offer a system of programs which many small colleges would envy, we also have the potential for confused, uncoordinated action. Our six on-base schools answer not only to me but also to their own administration and governing bodies. Trying to remain aligned (Senge, 1988) presents a great challenge for each of our staff members. Establishing a shared vision, which supersedes parochial interests, is my greatest challenge as the leader of this heterogeneous education system. Since returning from campus and our first Leadership session, I have begun the process of establishing a participative management model in the Center. This aspiration is complicated by the conflicting issue of imposing command-directed quality performance measures. An executive summary of our model can be found in Appendix B.

The other major area of my professional practice, private professional counseling, also offers challenges. I am a new professional practicing in an area of counseling in which I am relatively inexperienced. While I am a seasoned nontraditional educator, I am a rookie counselor. I have joined a well-established practice made up of experienced psychologists and social workers whose professions espouse a philosophy different from my own profession. I need to learn what I can from these other professions and establish a cooperative working relationship, while avoiding the trap of abandoning my basic developmental, wellness-based professional philosophy.

Goals and Objectives

Goal

Establish a participative quality education system for the Ellsworth Air Force Base community while implementing new command-level standards.

Objective: Improve communication and foster commitment through applications of systems approach while simultaneously implementing new command-directed standards (without damaging participative spirit and empowering environment).

Activity: Schedule monthly luncheons and meetings with support staff, on-base college/university directors, librarian, and others to establish regular dialogue (vice simply discussion) among participants.

Activity: Collectively review new command-directed (imposed) quality performance measures and contracts and develop a "statement of understanding" which all members can accept. Attempt to establish commitment to these ideals.

Activity: Offer training for all Education Services staff in leadership and quality processes to promote cooperation within our extremely diverse collection of institutional and organizational structures. Hopefully, such training can help us to avoid common problems such as confusing participation with democratization, viewing participative management as an exclusive tool, or manipulating of the process for personal benefit (Wadia, 1980).

Goal

To improve my ability to represent and communicate the needs of our organization to the "external" environment in which we operate (i.e., the base at large).

Objective: Work to establish, with upper level base leaders, the perception of education and training as fundamental to quality culture.

Activity: Schedule regular visits to squadrons to discuss education with squadron commanders, first sergeants, and training personnel. Ensure organizational participation in "new arrivals" orientation program and events.

Activity: Offer voluntary consultant services/training to other base organizations covering topics such as "improving organizational interpersonal communications."

Activity: Prepare and schedule feature articles, for the base newspaper, which detail our programs and services. Actively seek opportunities to speak before base and community groups to educate others about our program.

Activity: Through instruments such as the Myers-Briggs Type Indicator, evaluate my own personal leadership style. I hope to further understand my strengths and weaknesses and their impact upon my interpersonal and professional interactions. Determine how I can more effectively utilize myself as a persuasive change agent for our organization. In addition, seek mentoring from a senior officer on base to help me better understand the Air Force. Seek greater understanding and application of systems theory, mental models, and archetypes (Senge, 1990) to strengthen the learning potential of our organization.

Goal

To improve the strategic positioning (McCune, 1986) of our organization within the larger community through increased involvement and substantive contribution.

Objective: To broaden our base of services and programs across the life span, establish greater involvement with the local school district.

Activity: Find ways for our organization to support America 2000 projects/activities in our local school district.

Activity: Actively participate in the base's Family Action Information Board, a forum which addresses the needs/concerns of Air Force families.

Activity: Actively participate in our local education community partnership, the Douglas School District Community Partnership Council, through coordination of base volunteer bank, tutors program, and other relevant services/programs.

Goal

Establish myself as an independent and effective counseling practitioner.

Objective: Continue post-graduate self-development and training and establish a professional network to support my counseling activities. Through CYS studies, deepen my understanding of child and human development and the treatment of childhood disorders.

Activity: Construct a professional counseling training plan (Appendix C)

Activity: Join, attend and participate in professional education and counseling organizations and events.

Activity: Promote the profession of mental health counseling by supervising and teaching masters level counseling students in the on-base Counseling and Human Resources program.

Activity: Develop and offer awareness and counseling programs for target counseling clientele (ADHD, stepfamilies, etc.) through my private counseling practice and through volunteer agencies such as the Family Support Center and the Douglas School District Community Education Program.

Goal

To successfully pursue my doctorate in education, establish my private counseling practice, effectively manage the education services for our military installation while maintaining my health and a quality relationship with my wife and children.

Objective: To balance my life by spending quality time with my family while pursuing professional and academic activities.

Activity: Reserve Sundays for family activities. Ideally, no other commitments will be scheduled during this priority family day.

Activity: Maintain a regular weekly study schedule utilizing weeknights, Saturdays, and lunch hours.

Activity: Spend at least thirty minutes each evening reading to my children.

Activity: Schedule forty-five minute exercise periods three time a week. Maintain target pulse rate throughout the exercise period.

Program in Child and Youth Studies

My personal and professional experiences have led me to understand the unique possibilities when motivation is combined with experience. The most significant reason I chose to pursue my doctorate with Nova University is its respect for individuality and the strengths of the nontraditional, mature learner. Many traditional academic institutions lack Nova's vision of adult education for the next century. I view Nova as a leader in the field of adult higher education and believe that this program offers me the best opportunity to prepare for work across the lifespan.

The study areas which comprise the CYS program are a perfect match to my needs. The leadership and technology study areas will increase my knowledge and skills in areas directly applicable to my primary position as a higher education administrator. As suggested in the introductory portion of this paper, I work in an organization undergoing severe restructuring. Strong leadership is its greatest need. I am also responsible for improving and increasing academic programming on our base as well as upgrading educational delivery systems. The technology study area will have direct and immediate positive impact on my effectiveness in this arena.

The human development and special services study areas are germane to my needs as a private counseling practitioner. The emerging professional of mental health counseling requires a deep understanding and foundation in the normal human developmental process. Most of my counseling clients are families who have children with diagnosed conduct disorders, oppositional-defiant behavior, or attention-deficit hyperactivity disorder. The Special Services study area will expand my treatment knowledge base and clinical skills when working with these children and their families. Exposure and practice offered through these two study areas will help me to become a better grounded, more productive child and family counselor.

One area in the CYS program that I have little experience with, but have a great deal of excitement about, is the Political Processes and Social Issues study area. Although I have been an active professional member of a variety of education and counseling organizations, I have had little exposure to the broader political systems which heavily impact upon the programs and problems I deal with each day. As I enter the midpoint of my life cycle, I'm becoming more concerned about generative needs, the drive to contribute to the betterment of the next generation. I believe the understanding to be gained in this study area of social issues and political processes will facilitate greater personal and professional contributions to my clientele, profession, community, and society.

Finally, the practica offered through the CYS program will have direct application to both of my work settings. While my thinking about these two experiences is in the earliest stage, I have formulated a few personally exciting ideas which, if successful, will help me become a more active change agent within my profession and educational program.

Conclusions

My hope in developing the ideas and plans in this paper is the formulation of a coordinated plan to utilize skills and knowledge, gained throughout my doctoral study, in my professional and personal settings. I can already claim that my early exposure to the CYS program has resulted in greater personal introspection as an educational program director. I have become more willing to enlist partners, rather than solicit subordinates, to face the challenges of restructuring and creating a quality of culture within a "learning organization (Senge, 1988)" prepared to enter the next century. I look forward with excitement to the personal and organizational growth to be experienced over the three year CYS program of studies.

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Appendix A: Mission Statement and Education and Training Center Customer Guide

The Air Force Education Services Program provides educational opportunities and counseling services to Air Force personnel and their families. The program provides Air Force personnel, Air Force Reserve and the National Guard personnel in the Selected Reserve, with educational opportunities to develop the background essential to meeting the immediate and long range needs of the Air Force and of the Nation. The continuing development of responsive voluntary educational programs also is essential to maintaining a public image which will support the attractiveness of the Air Force in personnel procurement and retention.

Appendix B: Executive Summary: The Air Force Quality System

Appendix C: 1993 Professional Counseling Training Plan

CYS Diary/Log

Daniel R. Hayes (December 3, 1992)

DESCRIPTION OF ACTIVITY or SIGNIFICANT CONCEPT COVERED	IMPLICATIONS	APPLICATION ACTIVITIES
Oct 14, 1992 Established Quality Education System for military installation	Improved, participative management reinforces commitment by all employees employees at all organizational levels	Scheduled and conducted monthly quality luncehons and meetings to educate personnel on quality philosophy and procedures, to address common issues, and to promote organziational comaraderie
Oct 17, 1992 Department of Defense America 2000	Ensures community awareness of local partnership efforts to address America commanders and education professionals 2000 issues and programs	Reviewed community activities supporting America 2000 goals and prepared a report for local, command, and Air Force level military
Oct 24, 1992 ECR: Techonology	ECR enhanced my capability to perform in the Nova Ed.D CYS program	Attended online electronic classroom to review the basics of UNIX and ECR procedures.
Oct 24, 1992 Joined West River and South Dakota Counseling & Development Associations	Enhances professional development and networking opportunities	Monthly professional association meetings, periodic training, and continual networking opportunities
Oct 25, 1992 Explored NOVA Electronic Library & ERCI search systems	Enhanced personal capabilities to perform in the Nova Ed.D. program	Explored UNIX system and acquired electronic research searching skills; learned to save research results to files and download to home PC.

CYS Diary/Log

Daniel R. Hayes (December 3, 1992)

DESCRIPTION OF ACTIVITY or SIGNIFICANT CONCEPT COVERED	IMPLICATIONS	APPLICATION ACTIVITIES
Oct 26, 1992 MOU Updates	Added measurable quality standands to operating agreements with servicing colleges and universities	Rewrote existing memoranda between the base and servicing schools to ensure high quality education programs with measurable quality standards
Oct 27, 1992 Graduation	Provided high visibility ceremony for graduates of the Community College of the Air Force	Organized and conducted ceremony for ninety-seven Associate of Applied Science Degree recipients. Over four hundred observer were present.
Nov 4, 1992 Alshuler Award	Provide recognition as the Air Force's outstanding highjer education services program	Prepared and submitted program narrative to installation commander who nomiated out program to compete for best in the U.S. Air Force
Nov 5, 1992 Coordinated Budweiser Scholarship Program with local school districts	Scholarship program offers financial aid to dependent family members of active duty Air Force personnel	Publicized program, briefed counselors and local school officials, issued procedural instructions and applciation forms
Nov 12, 1992 Continued Quality Education System for military installation	Improved, participative management reinforces commitment by all employees employees at all organizational levels	Scheduled and conducted monthly quality luncheons and meetings to educate personnel on quality philosophy and procedures, to address common issues, and to promote organziational comaraderie
Dec 2, 1992 Continued Quality Education System for military installation	Improved, participative management reinforces commitment by all employees employees at all organizational levels; Ensures installation of and familiarization with "state of the art" academic resource technology	Scheduled and conducted monthly quality luncheons and meetings to educate personnel on quality philosophy and procedures, to address common issues, and to promote organizational comaraderie; attended QES training in QES joint technology support initiatives of base library. topics covered computer-based academic resources such as ERIC, DIALOG, PALS, SD Library Network, ProQuest

Leadership I: Assignment Three

Problems and Issues

Daniel R. Hayes
Nova University
Cluster 54, Child and Youth Studies

December 1, 1992

Running Head: Problems and Issues

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Leadership I: Assignment Three

Problems and Issues

Introduction

Domestic violence is a sad reality of American life. Acts of domestic violence occur every 18 seconds in the United States. About fifty percent of all couples experience at least one violent incident, and in about one-fourth of these couples violence is a common occurrence. Battering is the single major cause of injury to women - more frequent than automobile accidents, muggings, and rapes combined (Brown, 1991). According to information provided by local shelter officials, ninety-five percent of all spousal assaults are committed by men, six million American women are beaten each year by their husbands and boyfriends, and two-thirds of marriages experience at least one violent episode. Four thousand of these women are killed. One in four female suicides were victims of family violence. Victims of domestic violence are three times more likely than victims of other types of crimes to be victimized again.

Context

The impact of domestic violence is immense and pervasive. Domestic violence drains valuable economic, social and human resources. Counselors, educators and citizens must work to ensure the availability of a broad range of preventative and treatment resources for victims and abusers. Domestic violence spreads through experience and learning. Research suggests that marital dissatisfaction is a poor predictor of family violence. Learned psychological aggression appears to be the more accurate predictor of violence within the family (Murphy, C. and O'Leary, K., 1989).

The research literature also suggests that men are more likely to approve of violence against women if they observed their fathers hitting their mothers (Ulbrich, P. and Huber, J. 1981). Professionals understand that violence is a learned behavior and their job is to "teach" both victims and abusers that there are other, more productive ways to express emotions and to fulfill unmet needs. Researchers hypothesize that traumatization underlies the difficulties many children experience from witnessing parental marital violence and spouse abuse. Often such children actually experience post-traumatic stress disorders equivalent to soldiers "shell shocked" in battle (Silvren, L. and Kaersvang, L., 1989). Many of these children exhibit lower levels of empathy for others compared to non-abused children (Hinchey, F. and Gavelek, J., 1982).

Role

Although I am not a specialist in the area of domestic violence, as a professional counselor, I am likely to see such cases while practicing. Ethical codes and legal requirements dictate that mental health counselors maintain currency of knowledge and a standard of care appropriate to their area(s) of practice. Professional counselors must understand action required under such codes. The following questions beg answering: When and to whom should a counselor report suspected battering and other forms of abuse? How does privileged communication affect counseling with batterers and abusers? What does a counselor do, for example, when, while treating a batterer, the client makes verbal threats against his spouse or another? Concern for confidentiality is important to the counseling relationship, however, there are times when the needs of society outweigh the right of an individual's expectation of therapeutic confidentiality. One of the clearest examples of this balancing test is in cases of suspected child abuse

(Hopkins and Anderson, 1991. In short, although a particular counselor might not specialize in treating domestic violence victims or perpetrators, minimally, all counselors should be maintain proficiency by acquiring knowledge of warning signs, problem identification procedures, required ethical and legal actions, and treatment and referral strategies. Furthermore, mental health professionals must develop of a network of available social service agencies to help clients overcome their victimization.

Problem #1: Battered Women

Issue #1: Cycle of Violence. At first blush, many assume that domestic violence primarily occurs in poor, minority families living in inner cities. In reality, domestic violence appears to cut across socioeconomic levels and races. Although spouse abuse is a common occurrence, it rarely results in prosecution. Among the chief reasons for the low prosecution rate is the disproportionate degree of power in the marital relationship rather than socioeconomic status or race (Phillips, J. and Rust, J., 1983). When violence is committed against a family member it is often considered to be a family argument. If a stranger committed the same act, assault charges and arrest would the likely result (Brown, 1991). Violence of any kind usually cycles through stages: escalation of tension, some trigger event, violent acting out, and deescalation, followed by a "honeymoon" period. Some victims recognize immediately the signs of impending violence. The abuser will use almost any excuse as the trigger that sets him off. This trigger then sets into motion the actual violent event. Some victims actually feel relief once the violent act occurs because they know the built-up tension has exploded and their abuser will begin to deescalate, offer apologies and promise never to hit again. This is the "honeymoon" phase where the abused may be showered with gifts and promises of love. The victim begins to hope she has seen the last of the violence in the relationship. However, at this point, the process begins to recycle with a building of tension in the abuser (Brown, 1991).

Issue #2: Problem Identification. Often the victim will minimize the violence or even fail to label the abuse as violence. Direct, specific questioning will help the victim focus their thoughts. It may be helpful to have a list of examples of different types of abuse and ask the suspected victims whether they have ever experienced similiar incidents within their relationship. Brown (1991) offers a list of specifics for assessment of victims: a history of drug use, lost pregnancies, medical injuries and emergency room trips; repeated illness; isolation from friends and family; suicide attempts; previous abuses and previous abusers; previous legal action, including police protection; previous separations; an inability to make decisions and choices; any harm done to children by the victim or the abuser; and an ability of the victim to harm the abuser with weapons.

The following questions can also be used in assessing the abuser and the danger level of the home: Does the abuser possess a weapon? Is there a history of violent episodes? What were the outcomes and severity? Is the abuser currently using drugs and/or alcohol? Does the abuser use intimidation to control the victim and the children? Is the abuser adept at using and manipulating the legal system? Does the abuser have a previous mental illness history? Has the abuser physically assaulted others outside of the immediate family? Is the abuser sexually abusing his wife or children?

Issue #3: The Battered Woman Syndrome. Certain signs may be present as the counselor speaks with the suspected victim which indicate the presence of Post-

Traumatic Stress Disorder or, as labeled by Lenore Walker (1979), the Battered Woman Syndrome. The victim may have developed mechanisms for coping with the emotional abuse and constant threat of violence which seem maladaptive or bizarre when taken out of the context of the violent relationship. Self-destructive tendencies, severe depression, and apparent psychosis may be present. Symptoms often suddenly disappear when the victim is outside of the relationship. Repeated exposure to the trauma, and the amount of control the abuser exerts over the victim, produces hopelessness and helplessness which may emotionally paralyze the victim. The victim often is compelled to repeat the trauma. This compulsion may have a biological explanation involving neuroendocrine systems (Brown, 1991). Additionally, victim nonresponsiveness to the violent assaults, even when help is apparently available, can be explained by a reinforced pattern of "learned helplessness" (Martin, 1981) which keeps the spouse from fleeing the abusive relationship. The lack of understanding of such involuntary processes often leads the uninformed to judgmentally "blame the victim."

Issue #4: Crisis Intervention issues revolve around immediate safety needs, validation of the victim's fear of danger, establishment of safety contacts and a safety plan, gaining legal aid and a restraining order, temporary child custody arrangements, emergency shelter, and location of support groups. The client has very basic concerns such as having no money, a job, work skills, safety for self and children, fear the abuser will locate them, and concern about survival. During this period, the client is likely to experience secondary victimizations through lack of support of law enforcement agencies, insensitive legal personnel, lack of transition services, and the humiliation of being labeled a "spouse abuse victim." The specific social services

Brown (1991) identifies as necessary are: a crisis intervention counselor, spouse abuse shelter, a victims advocate, transitional services, a restraining order, a prosecutor and/or attorney, group counseling, police intervention, child protection services, transportation, and emergency medical treatment.

Issue #5: Short-and Long-term Counseling gnerally involves the counselor's own attitude about violence, empowering the victim to make decisions, encouraging her when she does make decisions, teaching independent living skills, providing unconditional acceptance, grieving, and family counseling if the abuse has stopped. Long-term Counseling focuses upon the victim's own previous issues of child physical or sexual abuse, addictions, codependency, religious issues, handling economic and abandonment concerns, divorce, personal boundaries, the inability to trust self and others, and the inability to develop close relationships. It shouldn't be assumed that a woman involved in an abusive relationship need long-term counseling. The effect of violence may quickly diminish as the violence subsides (Brown, 1991). The violence may, however, awaken the need to deal with other long-standing unresolved issues such as codependency, low self-esteem, previous victimizations, shame, rage, acting out, behavioral problems, etc. Currently support groups probably provide the most available means of treatment for impoverished victims. In addition, some counselors are willing to offer "pro bono" or sliding scale fee payment based upon the client's resources. In some communities counseling services may also be available to the abuser through victim support agencies.

Problem and Issues Outline

Daniel Hayes, Cluster 54
Child and Youth Studies, Ed.D.

Problem #1, Battered Women

Issue #1, The Cycle of Violence

a. relational violence is cyclic and predictable
b. crosses all socioeconomic and racial groups
c. considered a family problem rather than assault

Issue #2, Problem Identification

a. specific questioning techniques are helpful to focus victim
b. victims often deny or fail to label "problem" as abuse

Issue #3, The Battered Woman Syndrome

a. victims often suffer from post-traumatic stress disorder
b. symptoms may or may not disappear after removal from the abuser
c. the victim is often compelled to repeat the trauma
d. learned helplessness may also have a biological basis

Issue #4, Crisis Intervention

a. specific issues (e.g., safety, validation of victim, legal aid, etc.) need to be addressed during initial crisis intervention
b. victims often experience "secondary victimizations"
c. a variety of social services are required

Issue #5, Short- and Long-term Counseling

a. specific issues (e.g., empowering the victim to make decisions, teaching independent living skills, dealing with other related chronic problems)

Problem #2: Child Abuse

The National CASA Association reports the following shocking facts: Before puberty, one of seven boys will become incest victims. By age eighteen, one of four girls will become incest victims. Over the past ten years, physical abuse among children has risen fifty-eight percent. Sexual abuse has tripled over the past ten years. In 1989, 1,100 children were reported as fatalities in child abuse and neglect cases. Clearly, child abuse is a national disgrace requiring the immediate attention of every citizen.

Issue #1: Physical Abuse and Neglect. Education is our most effective tool in combating physical abuse. It is important for professionals to understand exactly what constitutes abuse. Physical abuse "includes violent assaults that utilize instruments that can cause injury to the child: assaults that injure the child and leave bruises, bites, welts, burns, breaks, or fractures; or spankings that yield bruises, welts, or burns (Brown, 1991)."

Child abuse can be categorized as physical abuse, as described above, physical, emotional, or educational neglect, emotional abuse, and sexual abuse. Neglect includes abandonment, refusal to secure necessary medical treatment, and inadequate supervision. Emotional neglect includes emotional abandonment, lack of encouragement or social interaction, lack of loving physical and verbal contact, and refusal to provide age-appropriate interaction with other children. Educational neglect includes withholding school training and allowing truancy. Examples of emotional abuse are emotional and verbal assault, allowing continuation of antisocial behavior in a child, and refusing treatment for a child's emotional disorders. "Sexual abuse includes any type of molestation through penetration, fondling, assault, or exposure to sexually explicit material, talk, or actions (Brown, 1991)." Because sexual abuse is a category of abuse requiring special treatment and detailed knowledge this paper will be limited to the other areas of physical abuse.

Issue #2: Indicators of Physical Abuse. To act as effective intervention agents, counselors should be sensitive to signs of abuse. Brown (1991) offers the following behavioral indicators of physical abuse in children: radical mood swings; sense of impending danger; changes in eating habits; nightmares, sleep disturbances, sleepwalking; change in school performance, including a radical improvement in grades (overachieving); depression; substance abuse; hostile behavior or overly withdrawn; isolating self; increased absenteeism from school; being overly compliant; bedwetting; regressive or babyish behavior; suicidal tendencies; hints of physical abuse; startle response when someone raises a hand/arm; unexplained fears; repetitive and rhythmic movements (such as rocking); excessive attention to details; and absence of verbal/physical communication with others. Of course, physical indications should be considered. Typical examples are: bruising or bleeding from any part of the body, unexplained or frequent injuries, injuries not in normal areas for children (i.e., knees, elbows, etc.), any types of bites or burns, frequent stomachaches or digestive disturbances, somatic illness, weight loss/gain, unexplained "battle scars" around the back side of ears, inside the mouth, and on the scalp, signs of malnutrition, and injuries from lack of supervision such as falling down stairs, ingestion of harmful substances, and children cared for by other children.

Issue #3: Characteristics of Abusive Families. As stated earlier, violence is a learned behavior. Such behavior is transmitted from one generation to the next. Those who were abused often become abusers. Often the parents in violent families are needy and immature, have little outside support from friends or family, were likely victims of abuse or neglect as children, and have poor self-esteem. Typically, such families are enmeshed, or overly emotionally involved with each other. Sometimes children are "used" to meet parents emotional needs. Such families have rigid boundaries and do not respond well to intra-familial or extra-familial environmental changes. Stress, which might be easily managed by more "healthy' families can become a catalyst for violence in dysfunctional families.

Issue #4: Client Concerns. Child abuse is a familial problem for which every family member must receive treatment. For the safety of the children, however, removal from the abusive family is mandatory. Although children are frightened of their parents, they also love them. Immediate concerns for these children are when they will reunite with the family, whether the family will blame them for disclosure, whether siblings will become targets for abuse, adjusting to their new environment, the stress of testifying before officials, healing form physical injuries, etc.

Issue #5: Secondary Victimizations. The child not only experiences the effects of the actual abusive system but also secondary negative effects caused by exposure to the protection systems and agencies. Common issues are: removal from a familiar environment and adjustment to a new environment, removal feels like punishment, loss of family and friends, stigma of being a foster child, possible lack of adjustment to a new school, perceived abandonment from family, repeated interviews with the court system, and hostility or "blame" for the child's disclosure of the abuse (Brown, 1991).

Issue #6: Social Services Needed to Treat Family System. Violence against children requires a broad-based treatment approach utilizing the services of many social service agencies such as protective agencies, foster families, mental health counselors, the legal system, medical agencies, offender treatment services, school personnel, and state financial services for children. The tasks of crisis intervention include mandatory reporting, child safety, protection services, services and referral for the family, transition services/counseling to prepare children for their new (perhaps temporary) environment, helping children understand why they are being removed from the family, affirmation of feelings, and medical treatment. Short term counseling issues include the victim's sense of blame, guilt, low self-esteem, stress management, acting-out behaviors, codependency, and education about physical/sexual abuse. Long-term counseling often addresses prevention skills, communication, acting-out behaviors, anger management, the victim's self-blame if the abuser is punished, family systems counseling, and transition services to prepare the child for return to the family.

Conclusions

According to a staff member from our local domestic violence shelter, while you were reading this paper, an estimated forty women were severely beaten. This is a problem that won't go away without intervention at all levels of our society. Support and rehabilitation services discussed in this paper must be supplemented by proactive, educational programs geared toward making the public, and more importantly, the abused aware that help is available by simply reaching out. We service providers must sensitize ourselves to the confused feelings and often paralyzing effects of battering. Professionals must ensure they are not unknowingly causing further psychological or physical damage to the victim through "secondary victimizations." Minimally, counselors must have a working knowledge of victim's issues, post-traumatic stress disorder and the cycle of violence. Understanding that the Battered Woman's

Syndrome likely has both a learning and a biological basis may help support personnel to understand revictimization without "blaming the victim."

The future of our nation and world rests upon our children. Children should be treasured as our most important national resource. As a society, we must demand love, care, and safety for every child in order that each can grow into a strong and caring adult. Treatment must be provided to every child and family which has suffered under the tyranny of domestic violence. Further, prevention of family violence must begin in the community, with people who care enough about others to turn their concern into action. (North Carolina State Department of Human Resources, 1988). Can we, as a concerned society of loving human beings, afford to do any less?

Problem and Issues Outline

Daniel Hayes, Cluster 54
Child and Youth Studies, Ed.D.

Problem #2, Child Abuse

Issue #1, Physical Abuse and Neglect

a. Education is the most effective tool in combating physical abuse of children.
b. Physical abuse categorized as physical assault, physical, emotional, or educational neglect, emotional abuse, and sexual abuse.

Issue #2, Indicators of Physical Abuse

a. Helpers need to be aware of specific signs of physical abuse

Issue #3, Characteristics of Abusive Families

a. Violence is a learned behavior often introduced to the next generation within the family. The abused often become abusers.
b. Abusive families may fit into a "pattern" of parental immaturity and low self esteem, poor communication among members, isolation from outside and contact.

Issue #4, Client Concerns

a. Removal of children from the family is usually required before and during family treatment.
b. Children experience loss of contact from family.

Issue #5, Secondary Victimization

a. Examples are: removal from familiar environment (which feels like punishment) , loss of family and friends, school change, repeated interviews with social service and legal personnel.

Issue #6, Required Social Services

a. Broad range of services are required
b. Issues of crisis intervention include safety, mandatory reporting, protection services, transition counseling/services, affirmation of feelings, medical treatment, etc.
c. Short and long-term counseling addresses other, more ingrained personal and systemic patterns requiring change

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Appendix A: The Cycle of Violence

Appendix B: Referral Resources (Abused Women, Violent Men, Abused Children)

Appendix C. Extract for SD Counselor Licensure Law (RE: Reporting requirements)

Daniel Hayes
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January 7, 1992

To whom it may concern:

I authorize Dr. Warren Groff instructional use of all assignments which I submitted while a participant in the Nova University Leadership I course.

Daniel R. Hayes
DANIEL R. HAYES

Effects of Early Childhood Education Viewed as a Problem of Secondary Importance in the Realm of Business and Industry

Deborah W. Whaley

Fayetteville Technical Community College

Running Head: EFFECTS OF EARLY CHILDHOOD EDUCATION VIEWED AS A PROBLEM

Abstract

I coordinate Day Care Services, Preschool Education, and Child Development programs. I provide classroom instruction twenty-six hours per week and recruit instructors for these programs. There is a need to expand these programs and keep abreast of new innovations and changes in the area of Early Childhood Education. A growing concern is the feeling of apathy and a lack of enthusiasm and commitment among the people working in Early Childhood Education. The lack of support for people in the Early Childhood Education area is multifaceted.

Effects of Early Childhood Education Viewed as a Problem of Secondary Importance in the Realm of Business and Industry

An urgent need exists to upgrade and expand the current curriculum for Day Care Services, Preschool Education and Child Development. Child Care is a continually changing field and for a person to be effective they must constantly strive to keep abreast of new innovations and changes. The current training curriculum has been in use for six years with imperceptible change. This lack of change has led to stagnation.

Apathy, lack of enthusiasm and commitment among the professionals in Early Childhood Education is a growing concern. One contributing factor is the low pay scale for professionals working in this area. A lack of pride in professional worth exists among many people in this field. Motivation and the desire to further professional development through training are lacking in a large portion of the Early Childhood professionals.

Emphasis is placed on the professional development for business and industry rather than Early Childhood Education. Professional development for Early Childhood is recognized as a necessary portion of this division of the Community College, but not the most important. Disbursement of funding for Early Childhood is delegated at the lowest level of the priority scale. The struggle for adequate funding and training advancement is a goal that must be accomplished.

Expansion of Training Curriculum

The current training curriculum was developed six years ago as an alternate method of training for people who wanted a career in child care but were not able to commit to an Early Childhood degree program. The developers of the programs for Day Care Services, Preschool Education and Child Development saw a need in the community and endeavored to fulfill the need with training programs. There was no evidence of long range planning goals for any of the programs. In the ensuing period of time there has been relatively little change in training offered through this department. These programs need to be upgraded from the mediocrity into which they have fallen into innovative, thought-provoking enhancers of professional development. Early Education and Child Care is a constantly changing field and for a professional to be effective that person must continually strive to keep abreast of new innovations and changes. Colleges offering training in the areas of Early Education and Child Care must concentrate on expansion and improvement of these training courses if the needs of the community population are to be satisfied. Participation in conferences, seminars, workshops and conventions at all levels is vital to expand and update program information. A benefit to program development would be allotment of time for working and assimilating information concerning legislative changes in child care and contact with advocacy groups working for improvement in child care.

Apathy

The requirements for a professional in the Early Childhood or Child Care field are as varied as the definitions of Early Childhood programs. Teacher qualifications and requirements range from having a high school diploma or GED and being at least eighteen years of age to the requirement of a Bachelor of Arts or Science in Education or a child related field of study. Early childhood programs that are not funded by public school systems traditionally pay a much lower salary to teachers with the same qualifications, experience levels and job descriptions. Many of these teachers receive minimum wage and have no benefits. Low salary and lack of opportunity for professional advancement are primary contributors to the feelings of apathy and lack of enthusiasm. Professionals find it difficult to feel pride and loyalty to a profession that is not consistent in the requirements, regulations and laws that govern all teachers in the field of Early Education and Child Care.

Professional Development

The Department of Day Care Services, Preschool Education and Child Development is attached to Fayetteville Technical Community College's Continuing Education's Division of Business, Industry and Occupational Extension. The consensus among the Directors in this Division is professional development for people involved in Early Childhood is important, but emphasis must be placed and priority given to professional development in the areas of business and industry. The ramifications of decreased availability of funds for full-time staff and faculty leaves the Department of Day Care Services, Preschool Education and Child Development with only one full-time faculty member and many part-time faculty members who are teaching six to twelve hours a week. The lack of full-time faculty members results in the combination of several separate duties being relegated back to the only full-time faculty member. All of the part-time faculty are used as instructors for the course offerings made available for professional development and training.

There is a need to add full-time faculty to the department with the sole responsibility of classroom instruction. The coordinator can then concentrate on program expansion and course development. Staff development for faculty is vital to the expansion and development of programs. Faculty must receive training to stay current in this constantly changing field. Opportunities for faculty to attend conferences, seminars, workshops and conventions should be made available and the financial cost supplemented by the Department.

Leadership: Separating the Dross From the Gold

Deborah W. Whaley

Fayetteville Technical Community College

Running Head: LEADERSHIP: SEPARATING

THE DROSS FROM THE GOLD

Abstract

Leadership is a quality that many people strive for throughout their lives only to find that it has eluded them. Is there a common denominator of skills or characteristics that will assure a person a place in annuals of time as a leader? There are many who feel that a person can cultivate the skills necessary to become a leader while others are of the belief that leaders are born. The qualities and characteristics of five people will be discussed.

Leadership: Separating the Dross From the Gold

A belief has long been held that leaders are born not created. It is true that some people are born with a tendency toward leadership, but many more people develop characteristics, skills and styles through life experiences, beliefs, a vision of how things could be if only someone took the time and effort necessary to create a change. Therefore a conclusion must be made that all great leaders are not born with some mystical power that automatically places them on the path of leadership. It should be further concluded that leaders share some common denominators that separate them from the realm of follower.

The five people identified are vastly different. Rachel Carson was a marine biologist, conservationist, and writer. Marva Collins is an educator. Jane Addams was a social reformer. Franklin Delano Roosevelt was the thirty-second president of the United States. Harry S. Truman was the thirty-third president of the United States. Each one of the five people share common characteristics that constitute a great leader.

Rachel Carson

Rachel Carson did not fit the perception that many associate with a great leader. She was soft-spoken and quiet rather than assertive and aggressive. She did not work for a Fortune 500 corporation, however she was one of the first women to work for the United States Bureau of Fisheries (which later became the United States Fish and Wildlife Service).

Rachel Carson found the way to combine her love of writing and science into a career. Carson felt that listening was a necessary attribute. She was persistent and felt a need to constantly create. Completion of a task was not a time to rest. It created an obligation to continue on to something new (Brooks, 1987). As a biologist, Carson was aware of the destructive effects of chemical pesticides with which modern man was poisoning earth, air, and water on a worldwide scale. It took courage and a sense of dedication for Carson to stand up to the chemical industry which spent a great deal of money and time in a attempt to discredit Carson (Browne, 1990). Carson's persistence and the vision that she was able to share with fellow scientists is also indicative of leadership. Carson believed that individual initiative and courage counted. She believed that change could be brought about by altering the direction of thinking. Carson was responsible for the environmental and ecological movement.

Marva Collins

Marva Collins is an educator who found a way to help underprivileged children develop their potential, enjoy learning and look forward towards the future. Collins envisioned teaching as a process of individualized attention, enthusiasm and adventure. She saw a need to change the educational system and was determined to do something about it. She left the Chicago school system and opened the Westside Preparatory School in one of the poorest neighborhoods in Chicago (Hurley, 1986). She was willing to risk everything to make her vision a reality. Collins was able to instill in the students at the Westside Preparatory School a feeling of self-worth, that they possessed the ability to become successful as well as the feeling that anything can be accomplished if you try and believe. She had the courage to step out and work for the success of her vision.

As Collins worked to make the Westside Preparatory School and her teaching methods a success there were several forces driving her. The fact that a person achieved success was not enough, it only meant that he or she must strive harder for excellence. Marva Collins was not deterred by the knowledge that her step outside the boundary of acceptable educational processes would be subjected to scorn and criticism.

Jane Addams

Jane Addams was the founder of Hull House, a community center located in one of Chicago's poorest neighborhoods, a social reformer, and peace activist. Hull House offered care for infants, kindergarten, clubs for youth, vocational training, cultural programs and a variety of classes (Whitman, 1985). Addams was the driving force behind the operation of Hull House. She organized events and services, recruited talented and dedicated volunteers, and raised funds by giving speeches and writing articles and books.

In addition to Hull House, Addams opened the first public playground, spearheaded efforts to create the first juvenile court in the nation, and launched investigations into such issues as child labor, prostitution, and even garbage collection. Other issues that Addams turned her attention to were unionism, women's rights, racial prejudice, and the quest for world peace. She vigorously opposed intervention by the United States in World War I and advocated a peace making role instead. She remained a pacifist even after the United States entered the war. Addams was denounced and attacked for her stance. She maintained an ability to withstand the criticism and hatred directed toward her and continued working on the issues of war and peace on behalf of the Women's International League for Peace and Freedom. Jane Addams centered her life around her vision of using her intelligence and creativity on behalf of the poor.

Franklin Delano Roosevelt

Franklin Roosevelt was the thirty-second president of the United States. He was flexible and open-minded. Roosevelt was willing to try anything that seemed reasonable and did not hesitate to throw out what was not working and take a new risk on a new approach. He surrounded himself with a group of experts from economists to educators. The United States, under Roosevelt, was led to accept the responsibilities as a world power and became a major military power.

Roosevelt was supremely confident in his own powers and was able to transmit this confidence to others. He was able to create a bond with the American people. Press conferences served as a method of educating newspaper writers and, through them, the nation on the changes he was advocating. (Leuchtenburg, 1988)

Franklin Roosevelt was a man of great optimism and charm, which he was able to communicate to others. Roosevelt was able to inspire devotion in his subordinates. He instituted many large and complex programs during his presidency. The majority of these programs were successful. He possessed a vision that would bring the American people out of the Depression.

Harry S. Truman

Harry Truman became the thirty-third president of the United States at the death of Franklin Roosevelt. As a child, Truman devised an ambitious plan to achieve greatness by gaining experience in farming, finance, or the military. He enrolled in business college, joined the National Guard in an attempt to get military experience, and tackled farming with enthusiasm. Truman had a great sense of loyalty and it was this appeal to his loyalty by Franklin Roosevelt that placed him on the ticket as a vice presidential candidate in 1944.

Truman believed in delegating authority to those who were better suited for certain jobs, but he never lost sight of the fact that the ultimate responsibility for running the government was his (Straub, 1992). Harry Truman acted quickly and decisively when decisions had to be made. He led with honesty, decisiveness, and strong moral convictions. Truman had the courage to carry out his policies under criticism and accusations of those in opposition to him.

Common Denominators

The five people discussed possessed a vision of change. The visions were different in each instance. Courage and a determination to persevere in the face of hostility, criticism and sometimes hatred are also common denominators. Determination to achieve their vision was evident in each person. Each one of the five people had the ability to inspire loyalty and attract dedicated, talented people who became enthusiastic supporters of their vision.

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CYS DIARY/LOG

November 27, 1992

DESCRIPTION OF ACTIVITY or SIGNIFICANT CONCEPTS COVERED	IMPLICATIONS	APPLICATION ACTIVITIES
The number of families who require child care for children under the age of 5 is growing rapidly.	The quality of child care services provided is being prostituted for the expediency of providing quantity of service.	Take a proactive leadership role to regulate the quality of child care services being offered and to increase the number of quality programs.
There is no collaboration between states regarding minimal requirements for people working in child care.	Many states have inferior requirements for child care providers. Many require minimal education or experience.	A need exists to regulate and upgrade requirements for child care providers as well as develop and maintain consistent requirements at the national level.
Developmental Readiness and the Developmental process is not always implemented in early childhood programs for children under the age of 5 or in the training process for child care providers.	People working in child care receive little or no training in developmental processes. There is no understanding of appropriate behavior or activities for children in this age group.	There is a need to expand training programs for child care providers.
A feeling of apathy and low self-esteem prevades a large population of child care providers.	People with this mindset will not perform at their peak potential and will therefore offer inferior services to children.	Promote feelings of excitement, enthusiasm, encouragement, positive vision of self through such means as support groups, workshops, recognition of job performance, etc.
People working with children under the age of 5 are traditionally paid lower wages in comparison to their counterparts in Elementary or public school settings.	The child care profession will be unable to retain quality people to work with children birth - 5 years.	Advocate restructuring of salary scales based on educational background and experience levels as well as job performance.

Leadership Development Plan

Deborah W. Whaley

Cluster 54

November 27, 1992

Leadership I: Assignment 2

Dr. Warren Groff

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Introduction

Early Childhood Education is going through a yet another transition process as it attempts to meet the needs of a growing population of young children ages newborn to pre-kindergarten age (5 years old whose birthday falls after October 16 of the current school year). There are inadequacies in the North Carolina State requirements for persons working with this age group. In addition to the necessity for higher standards for professional child care providers is the need to enlighten the child care system and the general population that developmental readiness and the developmental process are of even greater importance at the newborn to pre-kindergarten levels (McCune, 1986). "Our individual potential is a direct derivative of our self-esteem" (Bennis, 1989, p. 64). Feelings of apathy, low self-esteem, low wages, and the general perception which exists that pre-kindergarten care givers are nothing more than glorified baby-sitters emphasizes the lack of importance and support given to this crucial age of development in children.

It is imperative that a transformation occur in all levels of educational processes to correct these errors. Bennis (1985) refers to this process as transformative leadership. Without leadership, vision and a desire to become an advocate of change the problems will only continue to grow unchecked and unchanged.

Personal Background

Education has always been exciting to me. There are always new discoveries just waiting to be made. It was this love of learning that drew me to the field of Early Childhood Education. I earned a Bachelor of Arts in Early Childhood Education (K-4) from Methodist College and a Master of Arts in Early Childhood Education (K-4) from Fayetteville State University.

My experiences in Education include teaching first and second grade in an elementary school setting, director of a private school, director of a private child care center, assistant director of a corporate child care center, and coordinator/instructor/recruiter at a community college for day care, preschool education and child development. The positions working in child care were and are the most rewarding for me professionally because I have been able to assume the role of a change agent. It is an uphill battle that will take a great deal of planning and strategy, but the end results will be well worth the effort. In the transition from teaching at the elementary school level to working within the child care realm many former colleagues queried my change from educating children to one of baby-sitting. Even some of the supposedly best educated people have not made the necessary correlation between implementation of developmentally appropriate practices beginning with newborns and continuing up and through formal education processes.

The paths I have embarked upon professionally have been at the administrative and/or instructional level. These paths would indicate concurrence with my personality preference for strategic manager as indicated by the Myers-Briggs diagnostic instrument. The strategic manager looks at problems from a visionary aspect and concentrates on the wide scope of organizational problems. Although the strategic manager normally tends to deal less effectively with interpersonal issues, I feel that my interpersonal skills are also a strength as well as a weakness. I have a tendency to give people more chances and opportunities than they actually should be allowed.

Improvement of the child care field as it relates to children age 5 and under and the providers working with them is an extremely important issue with me personally. I serve as a member of the Cumberland County Directors Network which is composed of owner and center directors and supervisors dedicated to the improvement of child care in Cumberland County. I am a program planning committee member for the Cumberland County Day Care Association. I have worked on a DACUM to institute what is at this time a voluntary professional certification process for people working in the child care field in North Carolina and received training to teach this course (Appendix A). I have also been invited by the Section Chief of the North Carolina Department of Human Resources Child Day Care Section to serve on the planning committee for Caring for Children Conference. Both of these endeavors will allow me to become proactive in the change process for child care.

Work Context

As coordinator/instructor/recruiter in a technical community college I possess the unique opportunity to be an active agent for change. I develop new programs for professional recertification, train potential child care professionals, and employ additional instructors for professional development training courses. Day Care Services, Preschool Education and Child Development is a small department which has been attached to the Continuing Education's Center for Business and Industry since 1986. There had been little change in program offerings since the department's inception. The programs had become outdated and stagnate. There was no evidence or indication of any long range planning goals for the department's growth and expansion. In the past nine months I have developed nineteen new course offerings for professional recertification and instituted two new curriculums. The new curriculums are the professional child care credential certification and mainstreaming children with special needs in child care. There have been many changes in faculty within the department also. Eight new part-time instructors have been added to the department and several apathetic instructors have left.

Student enrollment has increased from an average of 70 students per quarter to slightly over 200 students in this nine month period. I feel the expansion of the program offerings and the positive attitudes and interaction of the faculty with the students is the reason for this large student increase.

In addition to program development I have placed a high priority on keeping in contact with the state licensing agency for child care, attending meetings involving child care, visiting owners and directors, maintaining an open door policy for anyone wishing to speak with me concerning the program, acting as a consultant on child care and as a liaison between child care professionals and the licensing body for child care in North Carolina. I feel that is is imperative that I maintain close contact with the child care professionals and the state licensing body so that my department can better accommodate the needs and requirements of the child care profession and enhance and promote change for this area (Appendix B).

Goals and Objectives

Goal

To propagate the importance of developmental readiness and the developmental process at the newborn to pre-kindergarten age levels.

Objective To educate child care providers.

Activity. Assess developmental training programs available within the community and educational systems during Year 1.

Activity. Provide training seminars and recertification courses which concentrate on developmental process during the three years of the CYS program.

Activity. Develop appropriate model for developmental readiness and process during Years 2 and 3.

Objective To enhance the general community knowledge of developmental readiness and process.

Activity. Assess programs already in place within the community during Year 1 of the CYS program.

Activity. Provide parent training seminars, workshops and courses pertaining to child development in Years 2 and 3.

Activity. To disseminate child development processes through publications during Years 2 and 3.

Objective To foster developmental learning processes in child care licensing.

Activity. To investigate proposed amendment repeals and/or changes pertaining to child care licensing in North Carolina in all three years of the CYS program.

Activity. To become proactive in Day Care Commission meetings concerning licensing decisions in North Carolina in Years 2 and 3.

Goal

To ameliorate the people working in the child care field.

Objective To concatenate child care as a field of professionals.

Activity. Access state services promoting professional development programs throughout all three years of the CYS program.

Activity. Investigate sources of funding available for promotion of professional development during Years 2 and 3.

Activity. Generate programs for professional development in all three years.

Objective Promote positive feelings of self-worth and professional pride.

Activity. Collaborate with organizations and agencies at the state and local level to provide educational opportunities and support systems in Year 3.

Activity. Promote affiliations and active participation in professional organizations during all three years.

Objective Collaborate with state and local agencies to improve salaries of child care providers.

Activity. To facilitate a Mentor Program (Rosenbach, 1989) for child care professionals in Year 3 of the CYS program.

Activity. Collaborate with the Worthy Wages Campaign in Years 2 and 3.

Activity. Investigate potential sources of funding for salary improvement in Year 3.

Goal

To become a proactive leader with vision and a desire to transform the child care field (Appendix B).

Objective To participate actively in community and state organizations concerning the Child Care field.

Activity. To become affiliated with organizations pertaining to the Child Care field during all three years of the program.

Activity. Participate as a committee member in a variety of organizations and associations at the local, state, and national level during all three years.

Activity. Act as liaison between child care professionals and the state licensing agencies during all three years.

Objective To promulgate the Child Care field to the community.

Activity. Assimilate and present information through workshops, conferences, and interviews during Years 2 and 3.

Activity. Publish articles in professional journals in Year 3.

Objective To become a change agent in policies pertaining to child care.

Activity. Serve on committees dealing in the areas of public policy/advocacy, training of child care professionals, conference planning and legislative monitoring during Year 3.

Program in Child and Youth Studies (CYS)

The five study areas, two specializations, practicums and summer institutes that comprise the CYS program are designed to develop my abilities to become a transformational leader. This program will provide me with the necessary skills and knowledge needed to achieve my visions for the child care field.

Year 1

Leadership I. This element of CYS will allow me to assess my personality and leadership styles and formulate them into a plan of action that promotes my potential as a strategic planner. It will clarify my strengths and weaknesses so that I can use each component to its greatest potential.

Technology I. Greater knowledge and competency of computer application will be acquired during this element. There are many computer applications that are currently available for program management in the child care area and the necessity to be computer literate is a must. As a member of an international cluster computer literacy and competence is a necessary tool for communication with fellow cluster members as well as faculty and staff at the University.

Research and Evaluation I. This area of study will complement the need for analysis, comprehension, and evaluation of research that will be necessary to promote change in my field of work.

Specialization I. The Management of Programs for Children and Youth will allow exploration of a variety of programs and management styles as well as assessment of staff and other personnel working within a program. This study area will foster avenues of change identified in my goals and objectives.

Year 2

Human Development. This area will be of great significance to my objectives in the area of child development processes. Program planning, methods of training, meeting the needs of children mainstreamed into programs will be greatly enhanced by this study area.

Technology II. This element of the program will provide further skills in assessment of computer technology as applied to the Management of Programs for Children and Youth in a child care field.

Specialization II. The component of the program will provide me with the necessary skills to expand on budget and fiscal planning that are necessary in a leadership position. It will further expand my knowledge and ability to write grants which would aid in completion of objectives to secure funds for professional improvement for child care professionals. It will also provide understanding of organizational planning as well as methods necessary for organizational success.

Year 3

Research and Evaluation II. This component will allow for greater effectiveness in the area of analysis and evaluation of information obtained through the field-based study process.

Political Processes and Social Issues. This study component allow access to the most effective ways to advocate for change in the child care field. The necessity for a proactive leadership role will be greatly enhanced and strengthened in this study area.

Leadership II. This element of the program will enhance and reinforce the leadership skills development in Leadership I and the growth process that continued throughout the other study areas.

Practicums. Practicums will allow me to develop and implement projects designed to meet the objects of my leadership development plan over the next three years.

Summer Institutes. These intensive study sessions will further enhance the leadership role necessary to become proactive and promote a desire to become an advocate for change in my work setting.

Conclusion

My ultimate goal at the conclusion of this three year program is to become a proactive, transactional leader in the area of child care. One person sitting quietly and dreaming of change will never see that change come to fruition. One person actively involved promoting change and providing ways, means, and ideas for change will soon find that they are not alone in their quest. Others will join and contribute their talents also. "Shared vision fosters risk taking and experimentation" (Senge, 1990, p. 209). The area of child care is in need of a great deal of change in a great many areas. The need is daunting, but not impossible if you only have vision and perseverance.

References

Bennis, W., & Nanus, B. (1985). Leaders. New York: Harper & Row.

McCune, S. (1986). Guide to strategic planning for educators. Alexandria, VA: Association for Supervision and Curriculum Development.

Rosenbach, W. (1989). Mentoring: A gateway to leader development. In W.E. Rosenbach and R. L. Taylor (Eds.), Contemporary issues in leadership (pp.139-148). Boulder, CO: Westview Press.

Senge, P. (1980). The fifth discipline. New York: Doubleday.

DRAFT

CHILD CARE CREDENTIAL

What is the Child Care Credential?	A verification of training after successful completion of 66 clock hours of class instruction.
Who awards the Credential?	The North Carolina Child Day Care Section.
Who may earn the Credential?	Any adult who enrolls in and successfully completes both Child Care Credential I and Child Care Credential II. Successful completion means earning the letter grade of either A, B, or C, in both courses.
Reimbursement to the student.	Child Care Providers, and prospective providers, who meet criteria for successful completion of both courses may be reimbursed out of Block Grant, Uplift Day Care Funds. These funds will be available to each individual Community College, who will then disburse the funds to the individual student. Forms will be submitted to the Child Day Care Section.
Qualifications to teach the Credential.	"Trainer Qualifications--Child Care Credential", (page),lists qualifications required by the Child Day Care Section. In addition, for students to receive the Credential, instructors must attend an "orientation trainer session" conducted by NC Child Day Care Section, before teaching the course.
Materials needed for courses.	Student textbooks original printing by NC Child Day Care Section, two copies distributed to each institution. Each institution will need to reproduce additional copies to sale to students. Also, additional copies of Code of Ethical Conduct & Statement of Commitment,* need to be ordered to sale to each student. Instructors manuals were printed and two copies

	distributed, to each institution, by the Child Development, Curriculum Improvement Project, NC Department of Community Colleges. **Media** has been purchased and can be borrowed from the NC Child Day Care Section.
Credit for courses.	Classes may be taught either through the **curriculum** program, or offered as an **occupational extension** course for credit.
Course **Hours** for courses.	Each course, Child Care Credential I and Child Care Credential II, is a **33 clock hour course.** The course material is divided into eleven 3 hour sessions for Child Care Credential I and Child Care Credential II. If class meets on another schedule (e.g. week-end college, three or two times a week), it will need to be modified accordingly.
Grades for Credential.	Letter grades must be awarded for each of the courses. Grades may include: assignments, observations, participation, and exams. Students must earn a letter grade of an A, B, or C in each course for successful completion to receive the Credential.
Attendance for courses.	Students are encouraged to attend all class sessions. To receive the Credential, from the Child Day Section a student may not miss more than 3 clock hours for each course.
Course **syllabus** for courses.	Each **instructor** will prepare an appropriate course syllabus for each course for students.
Instructors **Manual** for Child Care Credential I & II.	The course **outline, sequence, information** to be covered by the instructor, and learning **activity** format are on white pages. **Handouts** to be reproduced and distributed to students are labeled, colored white , and follow the instructor information

TRAINER QUALIFICATIONS - CHILD CARE CREDENTIAL

KNOWLEDGE, SKILLS, ABILITIES AND TRAINING EXPERIENCE REQUIREMENTS:

A. Knowledge, Skills and Abilities

Individual must have excellent writing and oral presentation skills and be skilled in teaching and facilitating groups. Individual must have general knowledge of child development theory and practices, adult education principles, and be generally familiar with child day care in North Carolina. Knowledge of the organization of institutions of higher education in North Carolina is also desirable.

B. Required Minimum Training and Experience

B.A. or B.S. degree in one of the following: child development, early childhood education, child psychology, special education, social work or a related human service discipline and two years of experience in a day care or related setting functioning as a teacher, administrator, director.

OR

Master's degree in one of the following: child development, early childhood education, child psychology, special education, social work or a related human service discipline and one year of experience in a day care or related setting functioning as a teacher, administrator, director.

OR

An equivalent combination of education and experience.

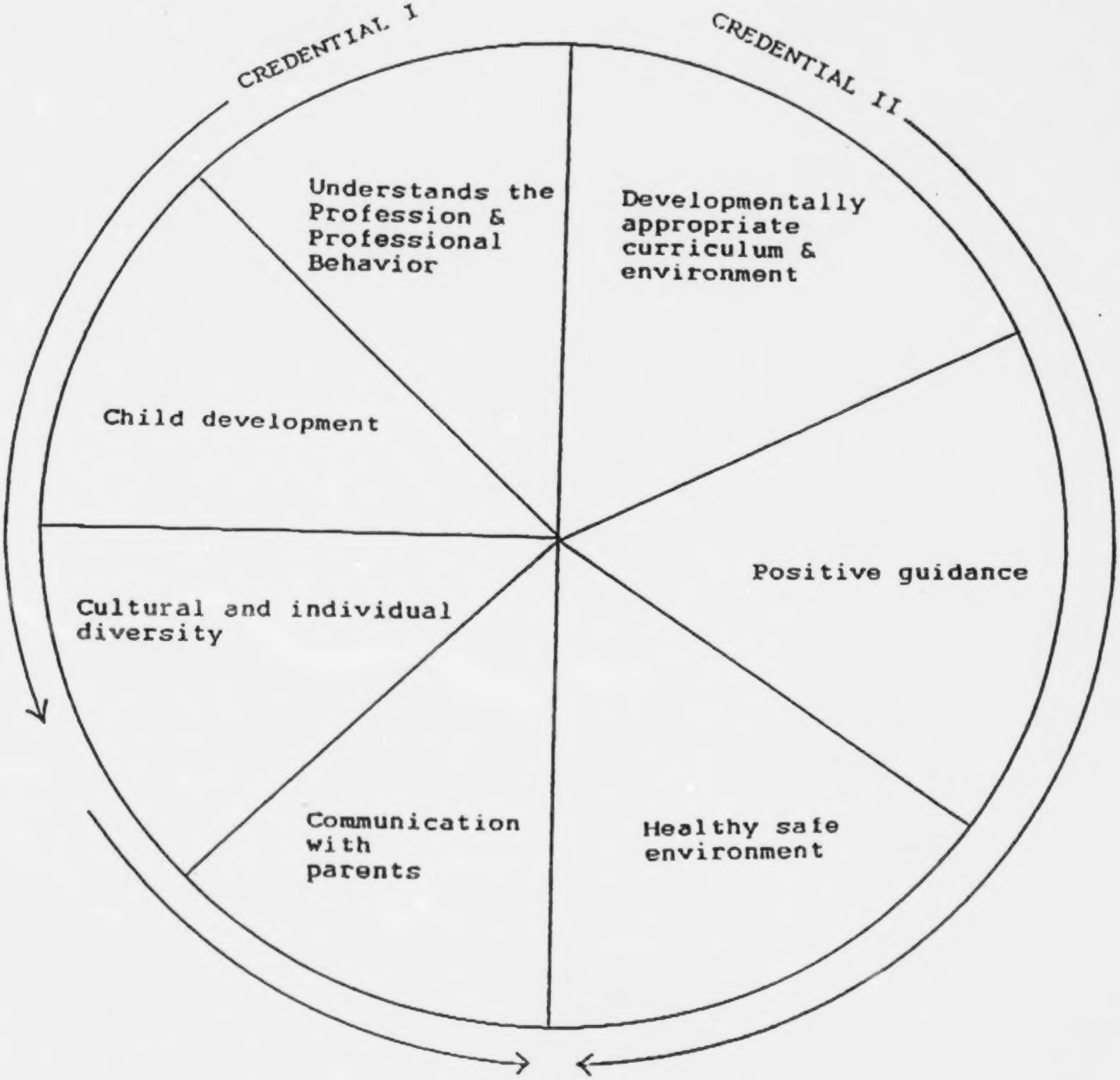
C. Additional Requirements

In addition, an individual who meets the trainer qualifications outlined above must:

1. Submit an application to the Child Day Care Section for approval as a trainer;
2. Participate in "Train the Trainer" and any future updates; and
3. Agree to teach the Child Care Credential curriculum according to the stated format, policies and procedures.

Handout 1.2

CORE OF KNOWLEDGE IN THE CHILD CARE CREDENTIAL I & II COURSES


CREDENTIAL I
CREDENTIAL II
Understands the Profession & Professional Behavior
Developmentally appropriate curriculum & environment
Child development
Positive guidance
Cultural and individual diversity
Communication with parents
Healthy safe environment

DRAFT

NORTH CAROLINA
CHILD CARE CREDENTIAL
COURSE I

Unit 1 - So You Want To Be A Child Care Provider

I. Introduction to the Child Care Profession
  A. Definition of the child care provider
  B. Provider's self esteem
  C. History of views of childhood
  D. Professional development

II. Ethics
  A. Definition
  B. Confidentiality
  C. Empathy

III. Traits and Characteristics of an Effective Child Care Provider
  A. Respect towards others
  B. Getting to know yourself
  C. Good work habits

Unit 2 - Child Growth and Development

I. Learning about Development
  A. Definition of development
  B. Principles of development
  C. Areas of development
    1. physical/motor
    2. cognitive/language
    3. social/emotional

II. Ages and stages
  A. 0-6 months
  B. 6-12 months
  C. 12-18 months
  D. 18-24 months
  E. 2-3 years
  F. 3-4 years
  G. 4-5 years
  H. 6-8 years
  I. 9-12 years

III. Recognizing developmental delays and disabilities

IV. Developmentally appropriate learning

Unit 3 - Getting to Know the Whole Child

I. Accepting and Respecting the Child's Culture, Homelife, Community and Individuality

II. Initiating and Maintaining a Positive Professional Relationship With the Child's Parent/Guardian

CHILD CARE CREDENTIAL I
UNIT OBJECTIVES

UNIT I: So You Want To Be A Child Care Provider?

OBJECTIVE 1
To define the role of the child care professional

OBJECTIVE 2
To list and describe traits and characteristics of an effective child care provider

OBJECTIVE 3
To describe behavior which shows professional ethics

OBJECTIVE 4
To demonstrate knowledge of professional growth activities such as conferences, journals, professional organizations

UNIT II: Child Growth and Development

OBJECTIVE 1
To describe the major areas of child growth and development

OBJECTIVE 2
To list three major principles of child growth and development, and identify major child development theorists

OBJECTIVE 3
To identify cognitive/language, social/emotional, physical/motor characteristics of children birth through age 12

OBJECTIVE 4
To identify the role of the caregiver when there is a concern about the pattern of development

UNIT III: Getting To Know The Whole Child

OBJECTIVE 1
To explain reasons why we must accept and respect the child's culture, homelife, neighborhood, school, and individuality

OBJECTIVE 2
To name benefits of establishing and maintaining a positive and professional relationship with child's family, parent guardian/and other professionals working with the child

OBJECTIVE 3
To identify resources to support parenting skills

NORTH CAROLINA
CHILD CARE CREDENTIAL
COURSE II

Unit 4 - Developmentally Appropriate Practice

- I. Physical Environment
  - A. Introduction
  - B. Indoor space arrangement
    - 1. Appropriate space requirements
    - 2. Activity Areas
      - a. infant and toddler
      - b. preschool
      - c. school-age
  - C. Outdoor space arrangement
    - 1. Design considerations
    - 2. Interest areas
  - D. Children with special needs
    - 1. Space descriptions
    - 2. Room adaptations
  - E. Principles of an effective daily schedule
    - 1. Routines
    - 2. Transitions
    - 3. Balance of activities
    - 4. Developmental appropriateness of schedule
      - a. infants
      - b. toddlers
      - c. preschool
      - d. school-age
  - F. Principles of activity planning
    - 1. Goals of planning
    - 2. Planning considerations

- II. Social/Emotional Environment
  - A. Introduction
  - B. Identification and Acceptance of feelings
  - C. Expression of feelings
  - D. Development of respect for others
  - E. Adult-child interaction styles

- III. Cognitive/Language Environment
  - A. Introduction
  - B. Expression of ideas through language
  - C. Expression of ideas through play and use of materials
  - D. Promotion of problem solving skills
  - E. Promotion of creative thinking
  - F. Recognition of individual learning styles

Unit 5 - Positive Guidance

- I. Positive Guidance Methods
  - A. Introduction
  - B. Problem solving
  - C. Appropriate techniques
  - D. Influence of role model
  - E. Individual differences that affect behavior

- II. Communication Skills
    - A. Characteristics of effective communication skills
    - B. Active listening skills

- III. Group Management
    - A. Group size
    - B. Positive method

- IV. Establishing Limits
    - A. Clear expectations
    - B. Consequences of behavior
    - C. Steps for guidance toward acceptable behavior
    - D. Sense of positive identify

Unit 6 - Providing a Safe and Healthy Environment

- I. Health
    - A. Guidelines
    - B. Infectious, contagious diseases
    - C. Life needs
    - D. Record keeping

- II. Nutrition
    - A. Components of nutritious meals and snacks
        - 1. Parent involvement
        - 2. Special diets
        - 3. Daily nutritional standards
    - B. Food service
        - 1. Learning objectives
        - 2. Seating and serving

- III. Safety
    - A. Indoor/outdoor safety measures
        - 1. Recognize and identify hazards
        - 2. Transportation
        - 3. Grouping according to age and type of activity

CHILD CARE CREDENTIAL II
UNIT OBJECTIVES

UNIT IV: Developmentally Appropriate Practices

OBJECTIVE 1

- A, To identify elements in the learning environment that encourage independence, security, and a sense of belonging
- B. To recognize the need to adapt the learning environment for a child with special needs
- C. To list principles to follow in planning a daily schedule and developmentally appropriate activities

OBJECTIVE 2

- A. To identify ways to create an environment which will allow children to experience their full range of feelings and express them in appropriate ways.
- B. To identify and describe ways to assist children in accepting their own feelings and developing empathy and respect for the feelings of others.
- C. To identify adult-child interactions which encourage social and emotional development

OBJECTIVE 3

- A. To describe ways children can express ideas and feelings through language, use of materials and play
- B. To describe activities that promote problem solving and creative thinking
- C. To develop questions that encourage children to talk and promote thinking skills
- D. To list activities that fit the individual learning styles and developmental levels of the children

UNIT V: POSITIVE GUIDAANCE

OBJECTIVE 1

To identify and explain examples of positive guidance

OBJECTIVE 2

To identify factors that influence the child's behavior

OBJECTIVE 3

To identify and demonstrate effective communication skills needed for positive guidance

OBJECTIVE 4

To identify and demonstrate effective methods of positive guidance

UNIT VI: PROVIDING A SAFE AND HEALTHY ENVIRONMENT

OBJECTIVE 1

To identify health and sanitation standards that promote a healthful environment for children

OBJECTIVE 2

To describe the "Basic Four" USDA nutrition standards for meals and snacks

OBJECTIVE 3

To list food service objectives related to nutrition in the child care setting

OBJECTIVE 4

To identify potential safety hazards in the indoor/outdoor environment of a child care setting

OBJECTIVE 5

To list circumstances which are often associated with children's accidents

An Overview of Child Day Care

Of the many important problems confronting American children and their families, the 1970 White House Conference on Children selected day care as the most serious. It is easy to see why.

Since World War II, there has been a major shift in the work and child-rearing patterns of American families, without a corresponding development of good child care facilities, the American family has gone through a dramatic, though quiet, revolution. The extended family has given way to the nuclear family. Mobility has become characteristic of many. Yet perhaps the most striking change has been that the percentage of women who have preschool and school-age children and who work outside the home has more than doubled -- from 20 percent at the end of World War II to almost 50 percent today (in 1975).

The reasons for this trend are numerous. In many families, both parents must work because of economic necessity. In some, such as one-parent families, the mother is the sole support of the household. In others, both parents work to keep up with an ever-increasing standard of living — to have those things which have come to define the "good life" in America. And in many families, both parents work because of personal, as well as economic, motivation — each seeking to fulfill himself or herself.

Yet no parent wants to purchase self-fulfillment or a better standard of living at the expense of his or her children. That's the very real problem facing so many parents today: who is to care for these children, and how? All too often, the children of working parents are not cared for properly, and the working days of too many parents are marred by the gnawing fear that this situation creates. Too many children receive no care at all -- the so-called "latch key children." Too many are cared for by siblings who are themselves too young to be responsible for supervising other young children. Many working mothers have found that the only solution is to take their children with them to the places of their employment. According to "Windows on Day Care," a report prepared by the National Council of Jewish Women, too many children are in unstable, inadequate and in some cases horrible child care settings. This is not to say that excellent day care is unavailable. Unfortunately, there is just too little of it. Custodial day care is often considered adequate day care, though a child is hardly well cared for when only his physical needs are met and his physical safety guarded.

Parents raise children. But when the preschool child is placed in day care for 8 to 10 hours daily, day in and day out, often for several years, the day care setting becomes an adjunct to the family in determining the kind of person that the child will eventually become. A child's interaction with adults in day care just like his interactions with his own parents -- influence his attitudes, values, aspirations, and intellectual development. To say that this responsibility is fulfilled by guaranteeing only his physical needs and safety is as unrealistic as to say that a parent's responsibilities end once the child is given food, clothing, and shelter.

The day care setting must then become what a good home is. There should be concern not only with feeding the child's stomach, but his mind, curiosity, and enthusiasm as well. Day care must never be a setting in which boredom is the rule nor one in which the child's sense of self-worth is destroyed by the indifference with which he is treated. Day care personnel and parents must form true partnerships. Caregivers must be sensitive to the culture and values of each child's family, careful to supplement, rather than supplant, family life. Caregivers and families must work together to create a continuity in the life of the developing child.

All of this might sound difficult, if not impossible, to accomplish, but it isn't. Good day care requires neither saints nor paragons, only ordinary people who have some knowledge about the developing child, a sensitivity to children and their families, and the patience and stamina needed to work with children.

Excellent child care models can be found in neighborhoods throughout urban and rural America. Thanks to Head Start and other such programs, our knowledge about the development and care of preschool children has increased greatly. What we now need is a way to disseminate this knowledge.

This discussion of child care in the U.S. was written in 1975 by Edward Zigler, Professor of Psychology at Yale University. He formerly served as Director of the Office of Child Development and Chief of the Children's Bureau. His words have been taken from the foreword in a manual on child care written for the U.S. Department of Health, Education and Welfare by Dr. Donald J. Cohen and Ms. Ada Brandegee.

Where does North Carolina fit in this picture of day care for America? Let us see. In July of 1971, North Carolina enacted a mandatory licensing law for child day care facilities. The new legislation replaced the voluntary licensing program then administered by the Department of Public Welfare. The law, which became effective on January 1, 1972, was an attempt to systematically license all child day care facilities in the State under minimum standards for health and safety as well as provide the framework through which child day care programs could upgrade their services for children and parents. The licensing program was administered by the Department of Administration, Office of Child Day Care Licensing.

The subsidized child day care program in North Carolina was first administered by the Department of Public Welfare (later known as the Division of Social Services). In 1979 the child care subsidy program was moved from the Division of Social Services to the Division of Plans and Operations, Child Day Care Section. In 1982 this office was renamed the Office of Day Care Services. The responsibility for administering the child care subsidy program, known as the Purchase of Care (POC) Program, remained with the Office of Day Care Services.

The General Assembly enacted legislation which raised the requirements for licensure significantly in 1985. In addition, the two state agencies which had previously regulated the state day care program (one which implemented licensing requirements and one which administered the public purchase of care program) were consolidated into the Child Day Care Section in the Division of Facility Services in the Department of Human Resources. In the same legislative session, separate regulations for participating in the POC program were eliminated. The law also created the new Child Day Care Commission and empowered it to develop the rules and procedures to implement the law's provision. The Child Day Care Section was charged with the responsibilities for administering the licensure of centers and registration of day care homes, for providing a program of public and provider education regarding child care, for managing the purchase of care program, and for investigating reports of abuse or neglect in day care arrangements and taking appropriate action in such cases. The law also continued the policy of providing a special class of license (known as the AA license) to centers which voluntarily meet higher standards established by the Commission.

Today the percentage of working mothers in North Carolina is about 88 percent, with a full 66 percent of these mothers having children under 6 years old. That is a staggering increase in children being cared for outside the home, since the onset of World War II, when great numbers of women left home for the first time to do their patriotic duty, work in the defense plants, and fill the jobs left empty by the men who had gone to war.

With so many children in care, the mission of the North Carolina Child Day Care Section is clear. We must work to improve the quality of day care that is provided for children in our state, and we must ensure that excellent day care is not only available, but that it is also accessible and affordable to all the children and parents who need it.

But this must be a joint effort if we are to be successful. For it is only with the help of the caregivers who spend their time loving, teaching, and caring for these children on a daily basis that this goal can be accomplished. Think of the impact the day care provider has. Some children will spend eight or more hours a day for an entire 12 years with day care providers. Surely, we must make certain that this association of children and caregivers is one that enriches each and every child. Children are the future, and for everyone who cares for children, for everyone who cares what the future will be, the state of day care should be also of the utmost concern. Together, those of us who do care can secure the future by seeing to it that the children are well cared for today. ❦

CYS DIARY/LOG

December 31, 1992

DESCRIPTION OF ACTIVITY or SIGNIFICANT CONCEPTS COVERED	IMPLICATIONS	APPLICATION ACTIVITIES
Transformative leadership is needed in the child care field.	Current leadership in this field has potential for effecting great change as well as room for improvement.	Take a proactive stance working for change in the child care field.
The quality of early child care programs has been overshadowed by the promotion of quantity programs.	These programs at best provide only custodial care and do relatively little to ensure that developmental needs of children are being met.	A need exists to mandate and promulgate programs that address developmental readiness and meet developmental needs of children enrolled in child care programs.
There is a high rate of turnover among people working in the child care profession due in part to lack of adequate salary, benefits, and availability of full time employment opportunities.	There is no continuity in programs due to an ever changing staff. The child care profession is unable to solicit well trained, energetic and dedicated personnel to work in the child care field.	Advocate changes in salary and benefits to entice qualified individuals to join the child care profession.
There seems to be a lack of professional standards for people working in the area of child care.	People working in the child care field are not as qualified as they should and could be in regards to developmental assessment and meeting the needs of children. There is a very lenient set of requirements in North Carolina.	Mandate a set of standards for people working in the child care profession that would ensure their knowledge and understanding of developmentally appropriate activities and their ability to assess and meet the needs of the children they are working with.

Problems and Issues Pertaining to Quality Child Care and Professional Standards in Child Care

Deborah W. Whaley

Cluster 54

December 31, 1992

Leadership I: Assignment 3

Dr. Warren H. Groff

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Introduction

New early child care programs are being instituted daily throughout the United States to meet the increasing demand for care of children while their parent(s) work. The quality of programs has become overshadowed by the promotion of quantity programs which rarely meet the needs of children. The professional standards for people working in the early child care field lack continuity from state to state. In the state of North Carolina the lack of standards has resulted in inadequate training, low wages, apathy and low self-esteem. The longevity for people working in child care is almost nonexistent unless the person owns the child care center. There is a tendency for those people who stay in the child care profession to move from center to center in the hopes of procuring better hours, more money and benefits.

Context

As coordinator/instructor/recruiter at Fayetteville Technical Community College for the department of Day Care Services, Preschool Education and Child Development, I am involved with the training and recertification of child care professionals. I am also responsible for developing new programs and employing additional instructors for professional development training courses. I maintain contact with the state licensing agency for child care, attend meetings concerning child care, visit existing centers, act as a consultant on child care and serve as a liaison between child care professionals and the licensing body for child care in North Carolina.

Role

The role that I am called upon to execute is that of a change agent seeking to improve the quality of child care programs in North Carolina and the standards that are currently in place for child care providers. I am currently working for improvements on these areas by serving as a member of the Cumberland County Directors Network which is dedicated to the improvement of child care in Cumberland County, serving as a program planning committee member for the Cumberland County Day Care Association, working on a DACUM to institute a certification process for people working in the child care field in North Carolina and becoming certified to teach this course, and by serving on the planning committee for the Caring for Children Conference.

Lack of Quality Child Care Programs

A growing demand for child care coupled with tradeoffs that are being made will profoundly affect the quality of child care programs. The results of tradeoffs are the minimizing of child care costs at the expense of salary increases and benefits for staff and many times the quality of the child care program being offered. There is a need for states to mandate and closely monitor licensure of child care facilities to ensure quality child care.

Increased Demand for Child Care

It is rare to find a family unit that typifies what was once the normal, traditional family which consisted of a working father, stay at home mother, and children. In this era many families find themselves in an economic crunch. One pay check no longer is enough to cover the basic necessities of day to day living. It requires both parents working to meet the basic needs of their family. Another factor common to many families is the one-parent family in which there is one parent who is the sole support. This is usually the mother, but many one-parent families are headed by a father. In some instances, both parents work, not for economic reasons, but for a standard of life they wish to maintain or as a method of fulfilling a personal goal.

Competition Among Child Care Providers

The area of child care has turned into a business that is looking at overhead costs for building(s), electricity, insurance and other expenditures such as salaries for teachers and other staff, advertisement of centers, as well as optimum use of space which would increase the number of children that could be served and increase the intake of revenue. The bottom line for many child care providers has become one of how much profit can be made and not what is in the best interest of the children and whether the developmental needs of these children being met. Although most centers usually operate at 90% or better of their capacity (Cohen, 1991) there is a constant effort to check out the competition's fee schedule. Most centers charge comparable fees with all other centers in their area in order to stay competitive. In order for many centers to remain competitive they offer less in the way of services for children. They will stay within the state guidelines governing child care facilities in their state, but they usually walk in the shadow of the gray depths. Staff to child ratios tend to be maintained at the highest levels allowed and the qualifications of teachers and other staff (Appendix A) will be the minimum allowed by the state because these people will be more willing to work for the low salary offered for the position.

Programs

Early child care programs can be divided into two major categories – custodial and developmentally appropriate. The names of the two categories are fairly self-explanatory. Custodial care is simply meeting the physical needs of the child. Each child is fed, changed, and monitored. There is little time for interaction between the child and the person caring for the child. There is no identifiable program that is followed and no allowances or considerations for individual differences. Everything is done according to a routine and little time is allotted or available for alteration of the set routine. Developmentally appropriate programs are designed with the needs of the child as the primary concern. Teachers and other staff members are aware of the stages of development that children progress through as well as the age that a particular stage might occur in. Through knowledge of child development teachers and other staff members are able to plan and develop activities that are age appropriate for the children they are working with. There is less chance for inappropriate expectations and less likelihood of failure and frustration when activities are age appropriate.

Staff

The grid lock that the child care profession seems to be in has no easy solution or magic potion. It does have a major problem with the suitability of the people who work with these young children. A United States Department of Education study done in 1990 found that there was a 29% increase of teachers with 16 or more years of schooling for an overall total of 42% and a decrease from 45% to 17% of teachers who had 12 or fewer years of school. Unfortunately there is an overall annual teacher turnover rate of 25% (US Department of Education, 1990). Teachers who do have a degree in early childhood education, child development, nursery or preschool education leave the child care field for the public school systems because of the opportunity to obtain higher salary, better hours, and benefits.

The majority of child care centers in North Carolina pay teachers and other staff members minimum or slightly above minimum wage. Employees are paid on an hourly basis, usually with no sick, vacation, or holiday time allotted to them. It is basically a case of no work, no pay. The majority of child care centers have no plan in place for salary increases or benefits of any type.

North Carolina Child Care Regulations/Requirements

North Carolina enacted a mandatory licensing law for child care facilities that became effective January 1, 1972 which provided minimum standards. The North Carolina General Assembly enacted legislation in 1985 to raise the standards from 1972 (North Carolina Department of Human Resources, 1992). There is a Day Care Commission which is comprised of people appointed by the Governor of North Carolina, home and center operated child care providers, parents, and business people. The Day Care Commission meets on a quarterly basis to determine alterations to the rules and regulations governing child care in North Carolina. They have the power to determine such things as staff to child ratios, group size, and staff requirements.

There are daily requirements that have been set forth by the state for outdoor physical activity, minimum menu requirements, activity centers that are developmentally appropriate for children beginning with age two. There are no activity centers required for infants and toddlers (Appendix B). Each center is assigned a licensing consultant who must visit them prior to renewal of its license each year. This is an announced visit. The consultant is also to visit unannounced if at all possible at least once during the year. It is very difficult for the licensing consultants to conduct these visits because they have a case load in excess of 100 licensed centers as well as new petitioners for licensure they must visit and counsel with.

Staff requirements in North Carolina are minimal. A person as young as 16 years of age can work in a child care center if they are in the same room with a person who is at least 21 years of age. If a person is 18 years of age, literate with a high school diploma or GED the initial qualifications for becoming a teacher in child care have been met. The further requirements are 20 clock hours of training within the first six months of employment and 20 additional clock of hours of training by the end of the first year of employment (Appendix C).

Staff to child ratios range from one adult to every six infants to one adult for every 25 school aged children. An infant is considered birth to twelve months and school aged children are any children who have begun Kindergarten through age twelve. Most centers do not provide care for children beyond the age of twelve.

ISSUES PERTAINING TO LACK OF QUALITY CHILD CARE PROGRAMS

I. Increased demand for child care
  A. Single parent families
  B. Both parents working

II. Competition among child care providers
  A. Fees charged
  B. Services offered
  C. Staff to child ratios
  D. Qualifications of staff members

III. Programs
  A. Custodial
  B. Developmentally appropriate

IV. Staff
  A. Educational requirements
  B. Experience
  C. Salary

V. North Carolina Child Care Regulations/Requirements
  A. Programs
  B. Staff requirements
  C. Staff to child ratio
  D. Group capacity
  E. Training requirements

Professional Standards for Child Care

The area of child care is often perceived as a necessary evil. Parents have to work and their children have to be cared for. The attitude that people working in child care are in some way inferior to their counterparts in public school propagates the feelings of apathy and low self-esteem that are already corroding the professional standards for child care. It becomes increasingly difficult to attract dedicated, knowledgeable people to the child care profession when they can optimize their talents in other areas of education. The competitive nature of child care induces owners of child care facilities to settle for under qualified people because there is a greater likelihood that these people will be willing to work for less salary and little or no benefits. It is unfortunate that many owners of child care facilities are only interested in the most advantageous way for them to make a profit. They cannot increase fees because this would interfere with recruitment of children, but they can decrease services provided for children, increase staff to child ratios, employ minimally qualified staff and offer them lower salaries and no benefits. All of this can be done and still meet the minimum state rules and regulations governing child care.

Perceptions of What Child Care Should Be

If a cross section of people were asked what child care should be there would not be a general consensus to this question. Parents, staff working in child care, those people who work in public or formal education, and the general public all view child care differently. Child care is perceived by some as a safe, warm and loving place where children are kept while parents work. Others view child care as a place that meets the individual needs of children and enables them to learn and grow at their own pace. There are some people who look upon child care as baby sitting services for parents while they work. These varied perceptions are not held by one particular group, nor are they the only perceptions of what child care is and should be. They do however seem to be the most popular perceptions. It would seem that there needs to be a general agreement among the people working in and/or using child care of what child care should be.

Average Standards for North Carolina Child Care Providers

The requirements for people working in child care in North Carolina is mandated by Rule .0710 which takes its legal basis from North Carolina General Statue 110-91. It states that all staff counted in determining the required staff to child ratio must be at least 16 years of age, provided that persons younger than 18 years of age work under direct supervision of a literate staff person who is at least 21 years of age. It further states that no person shall operate nor be employed in a child care facility who has been convicted of a crime involving child neglect, child abuse, or moral turpitude, or who is an habitually excessive user of alcohol or who illegally uses narcotics or other impairing drugs, or who is mentally or emotionally impaired to an extent that may be injurious to children. The teacher in a child care facility must be at least 18 years of age, have a high school or GED diploma and at least one of the following: one year of verifiable experience working in a child care center; or twenty additional hours of training within the first six months of employment; or successful completion of the Department of Public Instruction's Child Care Services Occupational Home Economics Program; or a passing grade in at least the equivalent of four semester hours in child development at a regionally accredited college or university (NCDHR, 1992). In order to maintain their position working in a child care facility a staff member must procure at least 20 clock hours training each year prior to the anniversary date of their employment.

Although the state does mention higher training requirements and a reduction to as few as 5 additional clock hours of training for anyone holding a bachelor of arts in a child related field, the majority of child care facilities are staffed by people holding the minimum requirements for working in a child care facility.

Negative Influences for Child Care

Many people working in the child care profession do not have a wide repertoire of experience or educational background. They seek classes that will fulfill the required 20 clock hours of training each year, but they do not always choose classes that would be of the greatest benefit to their professional expansion. There is a feeling of resentment among many child care providers that they must take 20 clock hours of training on their own time and pay for the class out of their own pockets. This resentment is due in great part to the fact that they feel they are not being paid enough salary to warrant this. The average cost for a class to fulfill the required hours of training is $35.00. While this does not seem like a great cost for a class, most child care providers are paid minimum wage and are not always guaranteed a 40 hour work week. There is a great deal of apathy and many times resentment among child care providers. Self-esteem among the people in this field is much lower than you would find among those in the public school setting. There is little respect shown to child care providers by parents, employers, and the general public. This feeling of being considered a second class citizen in the work force only enhances the feelings of apathy and low self-esteem. Any child care provider who possesses the qualifications to move into the public school system as an aide or a teacher does not stay in child care for any length of time. There is a great deal of turnover among child care facilities as the child care providers seek greater stability, benefits, and salary. They are also seeking a place where they can feel that the extremely important job they are doing is recognized and appreciated.

Competitive Nature of Child Care

Child Care has become an industry that is extremely competitive. Facility owners and directors have become extremely conscious of the fees that are charged by their competition. Fees are usually the same or very similar unless the facility has a unique feature. This uniqueness could be a very old and influential name, an exceptional program that truly meets the needs of children, or a facility with teachers that all hold bachelor of arts degrees in a child related field. Unique features will usually allow facilities to charge higher than average fees. Facilities that charge an average fee based on other facilities must sometimes look for other areas to cut in order to make a profit. It could be in the services offered to children. The cut in services could be slight and not easily noticed or it could drastically affect the quality of the program. Facilities trying to produce a profit will maintain the least number of staff members to the largest number of children allowed by the state licensing regulations. This large group size will have a negative effect on the quality of programming. Individual needs of students cannot be as readily identified or met. Another way to cut costs would be to hire staff members who are willing to work for minimum wage and no benefits. The majority of staff would then most probably have very little experience or background in child development and how to most effectively care for the developmental needs of the children.

ISSUES INFLUENCING PROFESSIONAL STANDARDS FOR CHILD CARE

I. Perceptions of What Child Care Should Be
  A. Parents
  B. Staff
  C. Formal education
  D. General public

II. Average Standards for North Carolina Child Care providers
  A. Age
  B. Education
  C. Experience
  D. Training requirements

III. Negative Influences for Child Care
  A. Lack of adequate training
  B. Low salary
  C. Apathy
  D. Low self-esteem

IV. Competitive Nature of Child Care
  A. Fees
  B. Services
  C. Staff to child ratios
  D. Group size
  E. Qualifications of staff members
  F. Salary and benefits for staff

Conclusion

The demand for child care is growing rapidly throughout the United States. In the state of North Carolina alone the North Carolina Department of Human Resources reported in 1992 that the percentage of working mothers is 88% with 66% of them having children under 6 years old. It is unfortunate that the quality of programming is being compromised and the developmental needs of children are not being identified nor met because of the rapid increase in facilities and the ensuing competition between facilities for children. The child care field desperately needs the state of North Carolina to revise rules and regulations governing staff requirements and training as well as the need to reduce staff to child ratios and group capacities. There needs to be greater emphasis placed on adequate background and experience for staff working in child care. There is a great exigency for programming that has as its goal meeting and identifying developmental readiness and needs of children and the trained staff to execute this program. The only way the child care profession will be able to retain well trained, dedicated, energetic professionals is financial compensation, benefits, and a show of support and appreciation for the important job they are performing. This support and appreciation must also come from the parents of the children and the general public that child care and the work they are doing with children is a very important part of and the first step of the educational journey for these young children. If we want a better start to the educational journey for our children, we must ensure proper program guidelines exist as well as a trained and dedicated staff to work with our children.

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Dear Dr. Groff,

It is with great pleasure that I extend authorization to you for the use of my Leadership Development Plan as well as the Problems and Issues paper as models for future classes. Please feel free to use the LDP, Problems and Issues paper and my name as you deem appropriate.

Sincerely,

Deborah W. Whaley

Deborah W. Whaley